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ABSTRACT

This study examines the faculty workload policy of a community college that makes extensive use of non-traditional, innovative teaching methods. To measure workload, a mathematical equation whose sum was expressed as 100% was designed to include five factors: instructional hours, number of preparations, weekly student contact hours (WSCH), outside assignments, and paraprofessional assistance. Workloads of 163 full-time day faculty in eight instructional divisions were analyzed for 1974-75 and compared with a reference "standard load" (SL). It was found that: (1) instructional hours per week averaged 16.9, or 12.6% more than the 15 hour SL; (2) preparations per week averaged 4.51, or 8.8% fewer than the five SL preparations; (3) WSCH averaged 545.83, or 9.17% more than the 500 WSCH of the SL; (4) outside assignments per week averaged 6.29 hours, or 25.8% more than the five hour SL; (5) paraprofessionals provided 11.71% of a standard teaching load, equivalent to a total workload of 19.46 full-time teachers; and (6) total teacher load averaged 93.94%, or 6.1% less than the 100% standard load. It was also found that the present workload policy provided fair work assignment for 77.9% of the faculty, but that workload among divisions ranged from 86.23% to 114.29%, indicating a need for reexamining that policy. Recommendations are made and supporting contractual and statistical data are appended. (RT)

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AN ASSESSMENT OF THE IMPACT OF IMPLEMENTING INNOVATIVE TEACHING METHODS ON TEACHING LOADS AT GOLDEN WEST COLLEGE

By

GARY L. PARSONS, M.A.

A MAJOR APPLIED RESEARCH PROJECT PRESENTED TO NOVA
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Finally, to my father, Robert Parsons, who seemed so pleased to see me start this final study, but did not live to see the work completed.

Fountain Valley, California   Gary L. Parsons
April 1976

ABSTRACT

The purposes of this study were to investigate and make recommendations to revise the present teaching faculty workload policy at Golden West College. More specifically, the purposes of this study were:

1. To develop a plan for computing the load of teaching faculty members in a community college which makes wide use of non-traditional, innovative, teaching methods.

2. To use the plan developed in this study to calculate the loads of full-time teaching faculty members at Golden West College.

3. To make recommendations for establishing new administrative guidelines for assigning teaching workloads based upon the results of this study.

This study analyzed the teaching workload of 163 full-time day faculty members, assigned in eight instructional divisions, at Golden West College for the fall semester (1974), spring semester (1975), and combined into a 1974-75 yearly average.

The plan developed for this study used a mathematical equation, designed for this study, which contained five factors; instruction hours, number of preparations, student enrollments, outside assignments, and paraprofessional assistance. These five factors were combined to calculate a total teaching load factor which equals 100.0 (this may also be read as 100.0%) when compared to a reference standard teaching load of 15 instruction hours, with 5 preparations, a total student enrollment of 500 weekly-student-contact-hours (WSCH), 5 hours per week of out-of-class assignments, and no paraprofessional assistance in classroom activities.

The results of this study were presented in a format to answer these four specific questions:

1. What value of teaching load credit must be assigned to each factor in the equation to provide an accurate and realistic assessment of a total teaching workload?

2. What effect does the use of innovative, non-traditional, teaching methods have on each factor, and the total workload of faculty members assigned in each of the eight instructional divisions?

3. How can paraprofessional assistance in classroom activities be accounted for when evaluating a teacher's workload?

4. Do non-traditional teaching methods as found in all eight instructional divisions provide for an effecient use of teaching faculty and paraprofessional assistants?

This study found a difference of only 5% between the fall and spring semester teaching workloads. Therefore, it would be valid to use the 1974-75 yearly average values to describe the results of this study. The following paragraphs briefly describe the numerical values obtained in this study for each of the five factors and the total teacher loads.

Instruction Hours -- The teachers in this study engaged in an average of 16.9 hours of instruction per week or 12.6% more than the 15 hours found in a standard load. The highest value for this factor was 23.9 hours in the Technology Division, and the lowest was 12.7 hours in the Social Sciences Division.

Number of Preparations -- The teachers in this study had an average of 4.51 or 8.8% fewer than the 5 preparations found in a standard load. The highest value for this factor was 6.34 in the Physical Education Division, and the lowest was 3.18 in the Health Sciences Division.

Student Enrollments -- The teachers in this study produced an average value of 545.83 total weekly-student-contact-hours (WSCH) or 9.17% more than the 500 WSCH in a standard load. The highest value for this factor was 673.28 WSCH in the Fine and Applied Arts Division, and the lowest was 404.65 WSCH in the Health Sciences Division.

Outside Assignments -- The teachers in this study engaged in an average value of 6.29 hours per week of out-of-class assignments or 25.8% more than the 5 hours in a standard load. The highest value for this factor was 7.20 hours in the Business Division, and the lowest was 4.73 hours in the Social Sciences Division.

Paraprofessional Assistance -- The 40 full-time paraprofessional assistants providing classroom assistance assigned to the eight instructional divisions provided an average value of 11.71% of a standard teaching load value of assistance for the 163 full-time teachers. Therefore, it would require 163 times 11.71 percent or a total of 19.46 full-time teachers to carry the workload provided by the paraprofessional assistants. This closely relates to the cost of each paraprofessional being about 1/2 the cost of a full-time teacher. It was found that each paraprofessional assistant carried 2/5 the load each hour of instruction. Therefore, a teacher must provide for a 40% increase in total teaching workload assignments to justify a full-time paraprofessional being assigned.

Total Teaching-load Factor -- The teachers in this study carried an average load of 93.94% or 6.1% less than the 100.0% standard load. However, the ratio of instruction hours to student enrollments was 19% higher than for the same number of teachers with standard loads. Hence, the increased efficiency in classroom instruction was offset by the requirement of more out-of-class hours which are necessary when using non-traditional teaching methods. The last section of this report recommends five administrative guidelines for a new teacher workload policy.

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CHAPTER I

INTRODUCTION

This study was made to assess the nature and scope of teaching faculty workloads at a typical community college, such as Golden West College, which makes wide use of innovative teaching methods; and to make policy recommendations, based on the results of this study, for new guidelines to assign teacher loads.

BACKGROUND AND STATEMENT OF THE PROBLEM

Historical Background of Golden West College

Golden West College opened in 1966 with 2,973 day students and 93 teachers as a public community college in the Coast Community College District, which also includes Orange Coast College. This latter college was established in 1947 with 690 day students and 32 teachers. Today, Golden West College has 10,394 day students and 151 full-time teachers, and Coast Community College District has reached an enrollment of 27,398 students and 393 full-time teachers.

The Golden West College Commitment to Innovation

The college catalog (1975) states, "Golden West College is pledged to a continuous transformation of the educational process in a direct response to the needs of the students and the community. The faculty and administration have accepted the challenge to facilitate teaching and learning through responsible experimentation."

This commitment to a developmental approach in meeting stated college goals is both immediate and long range. It extends beyond innovative teaching to include all aspects of college life. The faculty and administration have accepted this commitment to provide both new and traditional modes of teaching that are continually being evaluated in terms of specific instructional objectives and institutional goals that include:

> The Academic Goal--to meet the intellectural need of all students and assist them in seeing the interdependence of all fields of knowledge.
>
> The College Goal--to provide several means of both easing and integrating the student's college experiences.
>
> The Community Outreach Goal--which identifies the college as an institution eminently responsible to the community in ways that require both responsibility to and participation in societal change.

In 1968, Golden West College participated in organizing, and subsequently becoming a charter member of, the League for Innovation in the Community College. This nation-wide organization brings together 45 colleges in 16 community college districts in eleven states that share a desire to improve all aspects of the college through innovation and experimentation. Membership in the League consitutes a significant recognition of the commitment of both Golden West College and the Coast Community College District to develop and use new approaches to educational problems.

Perception of Need for a Study at Golden West College

State legislators in a number of states including California, Florida, and New York, have demanded increasingly detailed information from schools and colleges on how they spend their annual budgets. As a consequence, Golden West College participated in a statewide study in 1974-75 in the collection, classification, and analysis of standardized data in the form of weekly-student-contact-hours (WSCH) and full-time equivalent teachers (FTET). These data were treated and analyzed by various formulas, ratios, and graphs that indicated loads, costs, and trends of budget expenditures for a number of community colleges.

The purpose of this survey was to collect standardized data on the allocation of institutional resources in specific programs for the Planning, Programming, Budget Systems (PBBS) method of funding accountability now used in California community colleges.

The results of this survey were analyzed by Segalla (1975) in a study prepared by the Office of Institutional Research at Golden West College. In the Segalla report the administration and faculty criticize the procedures used in the survey on several counts:

1. lack of standardized sources in collecting institutional data
2. different institutional definitions for teaching faculty load, a vital statistic in determining load figures
3. not accounting for non-traditional approaches to teaching methods including the use of paraprofessional help in the calculation of program category cost factors.

The extent of criticism among participating institutions was proportional, it seemed, to the amount of non-traditional methods of instruction used in the institution. This is due to the fact that these non-traditional methods of instruction simply do not fit the traditional mold when measured by standardized criteria.

In the report, Segalla warns the reader to be very cautious in attempting to made comparisons in faculty loads and program costs among institutions in the 1974-75 statewide survey because the methods used in the study did not account for a wide range of teacher load responsibilities. This conclusion is also supported by Berchin (1972) and Brighman (1971) in other studies conducted at Golden West College.

Statement of the Problem

The teaching faculty workload assignment policy used at Golden West College (see appendix A) was originally designed to conform to conditions in 1947 when the Coast Community College District was formed with only one college. Under this policy "teaching hours" and weight factors for laboratory classes in terms of "teaching hours" are the only measure of a teacher's load.

This policy does not recognize the changing curriculum patterns and implementation of innovative learning strategies and non-traditional teaching methods such as large-group instruction, audiotutorial methods, and individualized programmed instruction including computer-assisted instruction found in common use at Golden West College. The use of these non-traditional methods of instruction has led to significant changes in both preparation and class time required for instruction.

Over the years, however, certain modifications have been made in this initial policy. Nevertheless, these modifications have been minor in scope, and in some cases have never been clearly defined. Clearly, a need exists to revise the present teaching faculty workload policy at Golden West College to account for changing teacher responsibilities.

Purposes of the Study

The purposes of this study were to investigate and to make recommendations to revise the present teaching faculty workload policy at Golden West College. More specifically, the purposes of this study are:

1. to develop a plan for computing the load of teaching faculty members in a community college that makes wide use of innovative teaching methods
2. to use the plan developed in this study to calculate the loads of full-time teaching faculty members at Golden West College
3. to make recommendations for establishing new guidelines for assigning teaching loads based on study results.

The recommendations made as a result of this study will recognize a broader scope of teacher responsibilities than "teaching hours.". The widespread adoption of "management by participation" governance methods at Golden West College has brought greater teaching faculty involvement in the institutional decision-making process. Consequently, the guidelines provided in this study will reflect these added responsibilities.

MAJOR ISSUES AND RESEARCH QUESTIONS

For more than half a century, according to Starr (1973), the "teaching hour" has typically been used by community colleges to define teaching faculty workloads. Under this system, the nature and scope of teaching assignments have been settled, without ceremoney, by administrators and division chairman. These assignments have been made on an ad hoc basis after consulting with teaching faculty on the basis of guidelines determined by broad district policy statements.

At least four sources of pressure demanding--and leading to--change in this system have been identified by Shay (1974) and Cohen (1973) which include:

1. An increased educational accountability required in public schools which include community colleges.
2. The expanding mission for community colleges, which include instruction as well as many social and community services.
3. The implementation of more flexible and innovative teaching strategies required by a curriculum designed to meet the needs of larger, more diverse, student populations.
4. And the increased professionalization of community college faculties operating under more formal contract negotiation procedures, including mandated collective bargaining, within larger institutional and administrative structures.

For years, the problems involved with ascertaining an individual teaching faculty member's workload have been a concern of educators, from the view point of both teaching faculty and administration. The complexity of the situation stems from the fact that there are so many variables to be considered in a constantly changing situation when attempting to assess an individual teacher's total workload.

Increased Educational Accountability

Educational accountability, a much-abused term in current vogue, often means that local boards, administrators, and individual teachers must each separately, and somehow together, be responsible to the public to explain how education funds expended relate to results obtained.

In California, statewide formulas for allocating education funds are in a constant state of change due to the present political climate found in both state and federal funding agencies. Few legislators are able to understand why educational costs should differ so markedly in similar educational institutions. The tightening budget noose will make limiting student enrollments and increasing faculty productivity seem ever more appealing--regardless of quality of instruction.

The Expanding Mission for Community Colleges

At one time the mission of higher education in general, and community colleges in particular, was considered to be teaching students something worthwhile. Under this definition the best criterion for evaluating a teacher's workload would have been the "teaching hour" as a primary measurement of a teacher's contribution to student learning and the stated goals of the institution.

Today, many teachers find they spend three or four times as much time meeting assigned duties outside the classroom as inside. Much like the iceberg, only the tip of their workload shows in class activities.

As a result, this study has developed a plan for the objective quantification of a total teaching workload based upon assigned tasks rather than a subjective estimation of duties using an inferential approximation of only "teaching hours".

The Implementation of Flexible and Innovative Teaching Strategies

Successful teaching and effective learning, at every level of education, depend largely on a teacher's knowledge of the subject and adequate preparation time for classroom activities. Regardless of the subject taught, or the methods used, each teacher requires a different amount of preparation time to provide for effective learning.

The selected use of paraprofessional assistance and innovative teaching methods such as student arranged open audiotutorial laboratory hours, large group instruction coordinated with small seminar sessions, and flexible individualized programmed instruction time found in common use in every instructional division at Golden West College will not fit the present teaching load policy using only "teaching hours". For example, this policy equates one and one-half hours of laboratory work to one hour of lecture in the Business Division while four hours of laboratory work equates to one hour of lecture in the Technology Division. The difference, it is assumed, is due to variations in outside work assignments. How can this be true in flexible time classroom activities?

Consequently, this study has developed a plan to measure teaching loads in common units for all divisions using factors which do not relate to the teaching method used in a particular course or program.

The Increased Professionalization of Community College Faculties

The Chancellor's Annual Report (1974) to the Coast Community College District Board of Trustees provides information which raises further issues concerning the present district teacher workload policy. This report notes that current costs in the district continued to be one of the lowest in the state at $924.35 per Average-Daily-Attendance, more than $100.00 less than the state average for community colleges. In addition, this report reveals the district day college teacher-student ratio is 45.75--compared to a statewide average of 29.32 for large community colleges. Also, the district teacher workload factor was 634 Weekly-Student-Contact-Hours (WSCH) compared to a statewide average of 529 WSCH for large community colleges in California. The district administration explained that these significant differences were the result of widespread use of innovative teaching methods that provided for a more effective use of teaching faculty.

A spokesman for the Joint Committee of the Golden West College Academic Senate on Teacher Workload interprets these facts differently. The position taken by this committee is that these facts prove that the present workload policy results in unfair and excessive teaching assignments. The committee further charges that the use of "teaching hours" as the only indicator of total workload hides many other teaching responsibilities as outlined in the faculty manual. Lastly, the committee charges that the present district teacher workload policy violates current teacher workload standards and norms recommended by state and national professional organizations. When the state governor signed SB 160 to mandate collective bargaining in California community colleges a more realistic assessment of teaching load will be required in the future to provide a definition of "working conditions" according to the present interpretation of the bill by state teacher organizations. The plan developed in this study is an attempt to meet these requirements and may have statewide and national value if this trend continues for more precise definitions of teacher workloads.

Specific Questions Answered by the Study

These are among the specific questions about teacher workloads answered by the plan developed in this study:

1. How much workload credit shall a teacher receive for time required to prepare for innovative teaching methods?
2. When additional responsibilities outside the classroom must be assigned, how much workload credit must be given?
3. How much workload credit must be given when course enrollments exceed projections?
4. How can paraprofessional assistance be accounted for when assisting an individual teacher's total workload?

DESIGN OF THE STUDY

This section of the study report briefly describes five sequential tasks required in the design of this study.

Task Number One

The first task in the design of this study was to discuss the nature and scope of teaching responsibilities at Golden West College with members of the teaching faculty and administration. The major objective of these discussions was to determine the relationship between teaching duties and general responsibilities outlined in the Faculty Manual (1975) and the actual work performed by teaching faculty members. In addition, an attempt was made during these discussions to identify unique situations where teaching faculty workloads differed from conventional outlined responsibilities so that special consideration could be made in the design of a plan to measure teacher workloads for these exceptions.

Task Number Two

The second task in the design of this study was to review the literature and related research data on guidelines and plans used to measure and assign teaching workloads. A search of ERIC, The Education Index, and the Reader's Guide provided more than one hundred articles relating to these areas. This list was reduced to less than thirty articles by selecting only those articles relating to the last ten years, and more specifically, only those articles directly relating to community colleges and professional organizations serving the

the faculty of community colleges. First, articles were selected to clarify general guidelines and standards used to assess teaching loads. Second, articles were selected that describe current policy standards used to assign teaching workloads and plans and procedures used to implement these policies in specific institutions. Lastly, articles were selected which identify and describe specific methods currently being used to measure teacher workloads. These articles are discussed in detail in the introductory section of the PROCEDURES AND METHODOLOGY chapter of this study.

Task Number Three

The third task in the design of this study was to formulate a plan to measure teacher loads at Golden West College. To ensure that a viable plan would be used, four basic criteria were developed from the faculty discussions and review of literature for the design of the plan which were as follows:

1. Simplicity: To keep all computations to a minimum and use only data which are directly related to institutional records.
2. Standardization: To use numerical values which are standardized in commonly collected institutional records.
3. Objectivity: To base all factors used in an equation on sources that are documented for verification of accuracy and consistency. To try to minimize subjective assessments of numerical data used in calculations by keeping all weighted factors last in the calculation procedures.
4. Realistic: To relate workload credit in the plan to actual work performed in meeting assigned duties and responsibilities as closely as possible in a mathematical equation.

Task Number Four

The fourth task in the design of this study was to collect the data required to calculate the teaching load of individual faculty members at Golden West College. A complete set of faculty workload printout sheets was obtained from the Office of Institutional Research. These list the number of courses taught by each instructor, identified by both title and ticket number, along with the total student enrollment for the fourth week (census week) of each semester expressed as weekly-student-contact-hours (WSCH). A second faculty workload sheet was obtained from the Office of Institutional Research which contained a faculty corrected load sheet for time spent in instructional activities other than assigned courses along with additional outside class activities. Lastly, a complete list of committee assignments and assignments of paraprofessional assistants was made from the Faculty Manual (1975) for each of the teachers in all eight instructional divisions (see appendixes B and C). Since this data was used to obtain a value for the average workload for a complete school year the 1974-75 fall and spring semester information was obtained which reflects the last total school year completed. This individual teaching load information consisted of more than 2,500 courses taught by a total of 183 different teachers designated as full-time day college faculty members. Final calculations for individual teacher workloads for the fall semester, spring semester, and yearly average, in each of the eight instructional divisions were made and tabulated (see Tables 1 through 27 in the appendix). Each factor used in the equation was graphically demonstrated (see Figures 1 through 12 in the appendix) to demonstrate trends and rankings among divisions.

Task Number Five

The final task in this study was to analyze the results of the individual teacher workload calculations to determine the nature and scope of full-time teaching faculty members at Golden West College. A summary of teaching workloads in each instructional division was made for the total institutional education program. Using this summary, comparisons could be made with specific values obtained in this study concerning the nature and scope of each factor used in this study to measure teaching loads at Golden West College, which made wide use of non-traditional teaching methods in all instructional divisions, and other more conventional curriculum patterns and teaching methods as found in other community colleges. This assessment provides the basis for determining the administrative guidelines recommended in this study for assignment and measurement of teacher workloads at Golden West College.

DEFINITION OF TERMS USED IN THIS STUDY

The following definitions are provided to clarify terms used in this study:

Teacher Load: All work performed to meet teaching responsibilities, both required and voluntary, that faculty members must account for in an evaluation of their performance.

This term defines a teacher's total commitment to the role of a professional educator. In addition to contractual obligations, it may include all work done in general subject preparation to remain current in one's field, reading educational literature to obtain information on new instructional methods and equipment, activities in institutional, state, and national professional organizations, and community service to meet institutional goals.

Teacher Workload: The work performed to meet only contractual obligations and specific institutional assignments.

This term defines only that portion of a teacher's load that must be accounted for in an annual evaluation of assigned responsibilities as outlined in the Faculty Manual.

Teacher Responsibilities: Specific obligations identified and defined in a Faculty Manual as teaching workload guidelines.

This term is limited to those specific obligations listed in the Golden West College Faculty Manual (1975) to clarify teaching performance evaluation criteria. A complete description of these are provided in the PROCEDURES AND METHODOLOGY section of this report.

Teacher Duties and Tasks: Specific activities required by an institution when assigning teaching responsibilities.

This term further reduces teaching responsibilities to specific items outlined in the Golden West College Faculty Manual (1975) and are listed in the PROCEDURES AND METHODOLOGY section of this report.

Teaching Load Parameters: Specific subdivision categories for the various factors in a teacher's total responsibilities.

This term defines the specific factors used in any assessment of a total teaching workload. There were five such factors used in the equation developed for this study:

1. Instruction Hours (IH)--the total number of hours per week that a teacher is assigned to instruct students.
2. Number of Preparations (NP)--the number of different classes that are assigned to a teacher in the semester teaching assignment.
3. Student Enrollment (SE)--the sum of all students enrolled in each course multiplied by the number of hours per week the class meets and expressed as a standardized weekly-student-contact-hour (WSCH) value.
4. Outside Assignments (OA)--all responsibilities outside regular classroom instruction assigned to a teaching faculty member.
5. Paraprofessional Assistance (PA)--a negative factor subtracted from a teaching load credit to account for help provided by full-time classified staff in areas directly related to class instruction.

Teaching Workload Reference Standards: Numbers establised by previous research in community college teaching workloads as typical. Also, these are normally recommended as guidelines for the teaching load parameters.

This term defines the reference values used in the equation developed for this study to form a ratio of comparison with "typical," "standard," or "normal," teaching loads using historical standards to compare the workloads of individual teachers in various institutional assignments for measurement purposes. The standards used in this study are (1) Instruction Hours to be 15 hours per week. (2) Number of preparations to be five per week. (3) Student Enrollment to be an average of 500 WSCH per week. (4) Outside Assignments to be five hours per week not counting office hours. (5) Paraprofessional Assistance to be zero. This assumes no help is given in classroom activities by classified staff.

Teaching Load Coefficient: A dimensionless ratio assigned to the value obtained by dividing the reference standard into the teaching load parameter value which is expressed in the same units.

This term defines the decimal factor used in the equation to find the ratio of an individual teaching load calculation compared to the standard value. For example, a teacher may be assigned 12 hours of class instead of the standard 15 hours so the ratio would be 12/15 or 0.80 which may also be expressed as 80% of a standard load.

Total Teaching Load Factor: The calculated value of a teaching workload expressed as a percentage of the standard teaching load with the percent units dropped.

This term defines the value obtained from the equation for calculating a total teaching load by adding all teaching load coefficients obtained for each factor and converting the sum into a percentage value. For example, the sum of the five factors might be 3.80 divided by 4.00 the sum of the four positive factors which make up 1/4 or 25% of the teaching load multiplied by 100 would produce a total load factor of 95.00% of the standard reference load expressed simply as 95.00 in this study.

Teaching Load Profile: A graphical representation of all teaching load factors used in the equation for calculation of individual teacher's workload.

This graphical representation permits the display of factors in a form that permits an assesment of trends and variations between teachers in the same institution or between different institutions.

Instructional Efficiency: Means providing instruction to the largest number of students in the smallest amount of assigned instruction time.

This term is defined as the ratio of Instruction Hours (IH) to Student Enrollment (SE) obtained in the total institutional education program by all full-time teaching faculty members.

BASIC ASSUMPTIONS USED IN THE STUDY

A number of basic assumptions were made in the design of this study. In general, they were made to simplify the complex nature of the subject by combining closely related matters to eliminate trivial considerations. A reader must fully understand the basis of these assumptions in order to interpret the study results and the conclusions drawn from the results by the author.

The Diverse Nature of a Teacher Workload Assignment

It is the philosophy of Golden West College and of the Coast Community College District that there be equitable involvement of all faculty members in student, college, and community affairs. Accordingly, all faculty members are required to assume a wide variety of out-of-class responsibilities besides their regular classroom assignments. In addition, many instructional activities are conducted within the college activities that relate to, but are not part of, the regular classroom activities. Therefore, contributions made to college functions, student life, and community-related interests must be included in any realistic evaluation of the teachers' role commensurate with their various professional assignments.

The Common Factor of Time

To evaluate the diverse and composite nature of a total teaching workload, some common unit must be used when comparing and equating different tasks. The basic assumption made in this study is that time is the single best factor meeting this requirement. It is further assumed that the priority each factor is assigned in a plan to evaluate teaching loads must be determined by the amount of time required to perform a given task or meet an assigned responsibility. It is further assumed that equal time infers equal teacher workload credit.

A Time Analysis of Contract Hours for Teachers at Golden West College

The Golden West College Faculty Manual (1975) states, "The basic philosophy behind all professional employment at Golden West College relates contract hours for certificated personnel to a forty-hour week." A time analysis which relates time to required duties, consistent with this philosophy, would be as follows:

Type of Responsibility	Average Time in Hours per Week	Percentage of a Total Teaching Load Assignment
Classroom Instruction	15	37.5%
Preparation for Instruction	15	37.5%
Office Hours and Advisor Duties	5	12.5%
All Outside Assignments	5	12.5%
Totals	40	100.0%

Therefore, it was assumed in this study that guidelines to assess a total teaching workload must provide for thirty hours per week or 75% of a total teaching load for responsibilities directly related to classroom instruction, and ten hours per week or 25% of a total teaching load for responsibilities outside the classroom. It is further assumed that any equation used to calculated teaching loads must conform to these general percentage values.

The Inequality of Teaching Method and Time

The definitions of such terms as "lecture" and "laboratory" to describe either classroom activities or teaching methods are not consistent with the non-traditional teaching methods found in common use in all eight instructional divisions at Golden West College, which implemented these methods to meet a wide variety of student needs and improve instructional efficiency. Therefore, many course activities defined as "laboratory" require lecture time and many course activities defined as "lecture" require discussion, demonstration, and other student work similar to laboratory activities. Consequently, there has never been common agreement among the instructional divisions on the definition of either term. It is therefore assumed that an objective factor such as "Instruction Hours" would be a more valid measurement of teaching loads in all eight instructional divisions. It is further assumed that any plan to assess teaching loads, either directly or indirectly through a weight factor, by teaching methods such as "lecture" and "laboratory" would be invalid on such a time analysis as is used in this study.

LIMITATIONS OF THE STUDY

Limited Assessment of Teaching Load Dimensions

A complete assessment for teaching loads normally has two dimensions. The first might be called the effective dimension. This is concerned with the quality of instruction provided by teacher load assignments. The second might be called the efficiency dimension. This generally relates the output of student learning from instructional activities to the input of time, work, and cost required to produce that learning.

Clearly, the problems concerned with providing effective instruction are not independent from the problems concerned with providing efficient instruction--since no case can be made for good delivery of a poor product within institutional philosophy. The quality aspects of teaching are the primary concern of individual teachers and the college committees responsible for teaching evaluation. Consequently, this study has not included these closely related concerns in a single evaluation and will make policy recommendations only on the efficiency aspects of teaching workload assignments.

Limited Application of the Plan to Assess Teaching Workloads

The plan developed for this study and the equation used to calculate teaching workloads were designed to meet a wide variety of conditions. However, the unique structure of instructional divisions and educational programs found at Golden West College must be considered as limiting factors in adapting this plan to other institutions. Therefore, the use of this plan in other institutions will be subject to these limitations.

CHAPTER II

PROCEDURES AND METHODOLOGY

The design of this study began with discussions about the nature and scope of teaching responsibilities with members of the teaching faculty and administrators at Golden West College. The major objective of these discussions was to identify unique or atypical responsibilities in individual instructional divisions so that they could be accounted for in the design of a plan to measure teaching loads. A secondary objective in these discussions was to obtain input from all faculty to provide direction and assign priority to factors considered important in the assessment of an individual teacher's total workload. During these discussions, much time was devoted to the concept of professionalism. Many faculty members expressed more concern about the quality aspects of instruction than the amount of time required to meet professional responsibilities. Indeed, some faculty members took the position that, even if a case could be made for excessive time required for meeting assigned responsibilities, what could be done about it under today's tight financial conditions?

Almost all faculty members agreed that teaching entails much more than "teaching hours," because intellectural activities can be only grossly accounted for in terms of time. Some faculty members were concerned that a study on teaching loads would result in attempts to increase the productivity of teachers. Most teachers agreed with the general definitions of "lecture" and "laboratory" to describe teaching methods, but could describe many exceptions to these definitions. In addition, many faculty members felt the normal weight factors used in the current policy (see appendix A) to assign teacher loads were grossly in error compared to the actual amount of time and work required to teach laboratory classes.

A basic observation made by the researcher during these discussions with teaching faculty members concerning research studies on teacher workloads was that the very idea of quantification of teacher workloads seemed to be an almost alien concept to many of them. The very idea of putting a number value on some activities was by no means supported in their general idea of what constitutes a total teaching load.

A primary concern among some of the administrators was that the plan developed for evaluation of teaching loads should satisfy both the demand for accountability and avoid artifical requirements that would limit their prerogatives in assignments of teaching workloads or create artificial circumventions in the designation of what was to be counted in a teacher workload. Most agreed, however, that a viable plan should be designed and based on teaching responsibilities as outlined in the Golden West College Faculty Manual (1975).

Lastly, both the teaching and administrative faculty members agreed that the final plan used to measu[illegible] teaching loads be subjected to a basic "reality testing" for viability before guidelines are adopted to modify the existing policy.

REVIEW OF THE LITERATURE

The next task in designing a plan to measure teaching loads at Golden West College was to review the literature for information about methods other researchers had devised to determine the dimensions of total teaching workloads. Monroe (1975) provides an excellent description of past research efforts concerning the question, "What are fair and reasonable teacher workloads, and how are they to be determined?" Past efforts, according to Monroe, have centered around three techniques to develop a scientific method to measure teacher workloads. The first technique was to use in-depth interviews with teaching faculty members to determine average time required for teachers to perform various tasks. These time requirements were then used as guidelines for measurement of differences between various teaching methods used in common fields of instruction as weighting factors between disciplines of study.

The second technique used was to have teachers keep daily diaries of their activities according to time required to complete various tasks during a school year. These diary entries were then compiled into various categories used to measure teaching load dimensions.

The third method was the use of techniques developed in the field of industrial engineering as time-motion studies. A detailed stopwatch measurement was made for different duties and tasks done by teachers so that an accurate and detailed account could be made of the time required to perform each task. Cost prevented this method from being widely used, even within a single institution.

Regardless of which technique was used, the final results were compiled into average values and compared to a "standard teaching load." This standard teaching load, according to Monroe, has been used in community colleges for more than 50 years as a comparison reference. It consists of a 15-unit, 15-hour classroom instruction per week, involving five different three-hour per week classes. Each with 30 to 35 students enrolled. This produces a 450 to 525 weekly-student-contact-hour (WSCH) load which is assumed to average 500 WSCH in the first part of the term and decrease slightly during the remaining term. All teaching loads that differed from this "standard teaching load," were then measured by a weight factor of equivalency.

One effort to devise a scientific mathematical equation to measure teacher workloads compared to a standard workload was devised by Young (1964). His system used six criteria: student credit hours, semester credit hours, class contact or teacher laboratory hours, number of class preparations per week, course content (basic or advanced), and time required in outside committee and administrative assignments. These six criteria were then compiled into a "profile" of low, medium, or high categories to determine the total teaching workload.

Another effort to devise a scientific mathematical equation to model teacher workloads was devised by Fitzgerald (1975). His system required each course taught in the institution to be evaluated by the curriculum committee to determine the answer to this question, "How many of these courses would make up a full-time teaching load?" If the answer were five, then each course would have 1/5 or 20% teaching load credit assigned by the committee. When these percentage points were added up, a full-time or proportional part-time teaching load could be determined.

An article describing recommended guidelines on the dimensions of teaching loads by the Committee on Faculty Workloads of the American Association of University Professors (1970), takes the position that no formula for equitable faculty workloads can apply to all institutions. This does not mean, according to the Committee, that excessive or inequitably distributed workloads cannot be recognized as such. The Committee further describes the common sources of inequality in the distribution of teaching workloads as follows:

1. extreme differences in the scope and difficulty among courses
2. the number of different course preparations required
3. the work required to introduce a new course or substantially revise an older course
4. wide variations between course unit credit and formal class time assigned to a particular class
5. time spent on responsibilities other than teaching formal classes.

The Committee on Faculty Workloads further recommended that any method used to determine teaching workloads in undergraduate instruction must provide institutional policy guidelines in at least these areas:

1. size of class enrollments permitted
2. maximum amount of time in classroom instruction
3. definite limitations on duties and responsibilities assigned to classroom instruction.

Guidelines provided by the Committee state, "To avoid serious inequalities and to ensure equitable workloads each institution should provide a policy statement concerning the reduction of instructional hours according to the number of additional assignments and duties . . . . assigned to a teacher."

Another objective in the review of literature was to identify plans used to assign teaching loads and describe the administrative guidelines used to implement them. A case study by Shay (1974) documents an institution's problems when a faculty workload committee attempted to develop policy gudelines under the pressure of mandated collective bargaining. A virtual tradition of inadequate compensation and excessive teaching workloads at the institution appeared to be the primary impetus for faculty unionization. The climate in which the workload study committee began its deliberations was very unfavorable. Few faculty members in institutions of higher education have had previous experience with formal contract negotiations under collective bargaining rules. According to Shay, those who expected these negotiations to proceed like an informal debate found that the give-and-take of collective bargaining more nearly resembled a boxing match.

Shay describes the institutional faculty workload policy as having only "class hours" counted for credit. Now the workload committee had to devise a more sophisticated measurement to meet the rules of collective bargaining, which specify that working conditions must be clearly outlined. The workload committee chose two methods of approach to this problem. The first was to invite faculty members to testify before the committee about the uniqueness of their workloads, and the second was to survey the workload policies of other institutions. The testimony only persuaded committee members that faculty workloads were even more complex and diversified than they had first realized. The problem, according to Shay, was one of definition rather than clarification. How to answer the question, "What should be counted as part of a teacher's workload?" The survey also proved to be disappointing. Workload Policy Statements from other institutions using collective bargaining proved to be surprisingly sketch in general guidelines and tended to be very specific according to course and time allocation credit which prevented their adoption by other schools since curriculum is unique in each institution.

The workload committee reviewed both the testimony of faculty members and the survey of teaching workload assignment policies of other higher educational institutions and came to the conclusion that they would have little success in developing either a universal or sophisticated evaluation technique or workload statement policy to measure or assign faculty loads. Therefore, after much deliberation, the workload committee agreed to draft a more general statement of policy guidelines for measuring faculty loads with specific details to be described by the different department heads with concurrence from all faculty members in the department. The final committee report recommended that teaching loads be specific in class size, number of preparations, team-teaching duties, supervision, and student advising responsibilities.

An article by Starr (1973) describes a method used to devise a new system to account for faculty workloads used in his institution. No irate state legislators or school board members forced the decision to implement a new system in the institution. Rather, it was prompted by pressures on faculty members caused by increased enrollments and proliferating administrative functions requiring their outside class assignments to become excessive. The existing policy used only "teaching hours" and did not account for student enrollments or added duties outside classroom activities.

Starr felt a chief stumbling block in trying to develop a new system for accounting for teaching load factors other then "teaching hours" was the long history and wide acceptance of "teaching hour" as the fundamental measure of teacher workloads. The approach used to devise and implement a new system in Starr's institution required five steps for the ad hoc committee appointed for that purpose.

First, each faculty member was asked to list all the academic functions including classroom lectures, laboratory hours, supervision duties, student advising, and all other departmental tasks assigned. Then each faculty member was asked to prepare a list of all institutional administrative duties. Several functions appeared on both lists, the committee placed each on a single list by subjective assessment. A complete list of these functions was then sent to all faculty members. A review of the list required some additions, so that a final list could be made for policy guidelines of outside assignment categories.

Second, each faculty member was asked to estimate the time required to adequately fulfill each function the list with which they had first-hand experience. Rather than use hours or time units for this estimate, a zero-to-twenty-unit scale, using abstract "load units," was employed. By arbitrarily pegging the amount of work required for a first-time preparation of a normal three-unit, three-hour course at three on this scale, faculty members could submit their estimates for each function using a dimensionless common reference of comparison.

Third, these estimates were compiled by the ad hoc committee and average values were assigned to each function on the list. On the basis of this new scale, sample teaching loads from earlier semesters were reevaluated. The results, according to Starr, were very surprising. For years, the number of "teaching hours" that constituted a full-time teaching load at the institution were set by policy according to academic rank and discipline taught by the faculty member. These differentials were a natural source of discontent among the newer faculty. The reevaluation using "unit load" criteria indicated that, in fact, all faculty, regardless of rank, were working at about the same level. Although the old policy had not shown it, in some areas where light loads did appear they were fairly evenly distributed among all ranks and departments within the institution.

Fourth, the ad hoc committee set about to develop new guidelines for assignment of teacher workloads. Because of the study, former policy differentials among ranks and departments were abolished and a basic institution-wide load policy was adopted and approved as the last step of the process. The prepared list of duties and assignments was published in the faculty guide so that all faculty members could calculate their own workload assignments.

In summary, Starr cites two disadvantages found in the new system of determining teaching loads. The first deals with time variations among the different departments and individual faculty members imposed by institutional organization and working conditions that include assistance in classroom activities. The second related to the accountability for the many functions previously done by faculty members on their own that now become "budgetary" items and had to be accounted for in assessments of educational costs. Nevertheless, Starr felt these drawbacks were greatly outweighed by the benefits of the new system since it provides evidence to administrators and trustees that a reasonable work level is being maintained.

Summary of the Review of Literature

The material presented in the review of literature was carefully reviewed for basic criteria to measure teaching workloads required in the design of this study. The decision was made to use the Golden West College Faculty Manual (1975) as a primary source of information to clarify the nature and scope of teaching responsibilities. Information is provided in the following paragraphs of this study, which describe the requirements in the following areas:

1. Classroom Instruction
2. Preparation for Classroom Instruction
3. Office Hours and Assigned Student Advisory Duties
4. All Other Outside Assignments

Expectations of Professional Service at Golden West College

The following paragraphs describe in detail the various teaching responsibilities, duties, and tasks required at Golden West College. The basic mathematical equation developed for calculating teaching workload credit in this study was based upon the outlined information in the Golden West College Faculty Manual (1975) which states, "The achievement of institutional goals at Golden West College will depend upon a dedicated and committed instructional staff willing to accept roles, responsibilities, duties, and tasks which contribute to the success of the entire education enterprise." The total assessment of Teaching Load Factors used in this study will be assigned a priority and unit value credit according to the following descriptions:

> Classroom Role: Instructors will teach organized courses in accordance with the description in the catalog, the course outline, and the schedule of classes. Each instructor will also keep accurate scholastic and attendance records for the Registrar's Office and submit them to the Resistrar according to schedule. To facilitate the operation of the college, instructors will cooperate with each other in carrying out instructional procedures agreed upon. Final examinations will be given in all courses according to a schedule prepared by the Associate Dean for Academic Affairs.
>
> Curriculum Development Role: Constant refinement and improvement in the curriculum is a major aid at Golden West College. To accomplish this, instructors will be asked to serve as members of faculty committees in developing the instructional program and educational philosophy of the college. An outline of each proposed course shall be prepared and submitted to the division chairman. A complete file of course outlines will be maintained in the Office of the Dean of Academic Affairs. All problems and recommendations involving the Instructor's work shall be presented to the proper administrator for consideration. Instructors shall also recommend textbook changes.
>
> Advisor's Role: The community college student population is unique and has many needs that cannot be met in the traditional manner. Golden West College is dedicated to making each student's college experience as profitable as possible by helping him/her formulate

and implement realistic and intelligent educational plans. Each instructor will act as an adviser to a specified number of students. Office hours should be scheduled and posted for this purpose as well as for academic consultation.

Co-curricular Role: It is the philosophy of Golden West College that there shall be equitable involvement of all faculty members in student, college, and community related affairs. Accordingly, faculty members are asked to assume at least two out-of-class responsibilities beyond their regular classroom assignment. One of these is in the capacity of faculty adviser. Faculty members may choose from a list of committees for the other assignment. Numerous college events will require faculty participation since State law requires schools to provide adequate supervision. Hence, Faculty members will be asked to provide supervision at school events scheduled throughout the year.

At Golden West College, a faculty member's contributions to college functions, student life, and community related interests will be submitted in an annual evaluation to reflect a teacher's role commensurate with their professional assignment. A general list of teacher responsibilities to meet this committment is as follows:

1. Demonstrate a knowledge of the subject being taught.
2. Demonstrate the ability to use this khowledge to the benefit of students in their educational growth.
3. Display consistent and careful planning in accordance with course outlines, catalog descriptions, and class schedules.
4. Develop and make use of instructional techniques which meet the individual differences in students.
5. Motivate and direct student's learning activities.
6. Demonstrate the ability to judge student achievement of the goals of a particular course or subject field.
7. Display personal characteristics which reflect positively on the teaching profession and the college.
8. Give evidence of professional growth and attitudes of ethical principles of the teaching profession.

The following list of required duties and tasks are considered as requirements for a teacher to perform the assigned responsibilities previously described:

1. Post and maintain at least one office hour per school day.
2. Maintain accurate records of student enrollments in assigned classes and submit reports as required.
3. Perform counseling and advising functions as prescribed by the appropriate college administrator.
4. Attend required institutional meetings, including division, faculty, pre-fall semester, and commencement exercises.
5. Be on duty on the college campus no less than five hours each school day.
6. Report immediately all absences from duty, anticipated or unexpected, to the Dean of Academic Affairs and to the division chairman. File absence reports with the division chairman on return to duty.
7. Read all instructor bulletins, announcements, and directives and take appropriate action.
8. Share college-wide duties including such matters as supervising student events, sponsoring student activities and clubs, and participating in committee work as assigned by the Dean of Academic Affairs or the college President.
9. Be punctual in meeting classes and attending meetings.
10. Provide current course outlines as requested by the Dean of Academic Affairs.
11. Provide students with prescribed amount of classroom work.
12. Perform any additional duties and tasks that may be required of instructors on assignment by division chairman or other college administrators.

Equation for Calculating Teacher Workloads Used in This Study

To determine the total teaching workload for each full-time faculty member at Golden West College, the following equation was developed for this study. This equation provides a mathematical model of an individual teacher's workload using five different variables. These five variables reflect the minimum number of principle parameters necessary to measure a teaching workload.

$$\left[\frac{\frac{I\,H}{A} + \frac{N\,P}{B} + \frac{S\,E}{C} + \frac{O\,A}{D} - \frac{P\,A}{E}}{4}\right] \text{X } 100 = \text{TOTAL TEACHING LOAD IN (\%)}$$

Where: IH is the number of weekly instruction hours assigned in formal classroom activities.

NP is the number of different weekly class preparations identified by ticket number.

SE is the total student enrollment expressed as weekly-student-contact-hours (WSCH) during the fourth (census) week.

OA is the total number of out-of-class assignments expressed in hours per week of time required to meet these responsibilities.

PA is the paraprofessional assistance provided in classroom work provided by full-time classified staff members. This factor is expressed as 0.08 X HRS or 2% per hour of instruction work credit subtracted from the total teaching load.

A is the standard teaching load reference of 15 hours per week of classroom instruction.

B is the standard teaching load reference of five differenct class preparations per week.

C is the standard teaching load reference of 500 WSCH. This is found by multiplying the class enrollment by the number of weekly class hours and expressed as the sum of all classes.

D is the standard teaching load reference of five hours per week of out-of-class duties. This term excludes office hours used to advise and assist students required for all teachers.

E is one in the equation; however, when E is 0.04 the term may be moved to the right hand side of the equation and expressed as percentage of teaching load and subtracted from the total.

The following paragraphs provide an expanded definition and explainations of the step-by-step procedure necessary to calculate a numerical value for each of the five factors found in the equation to determine the teaching workload of each full-time teaching faculty member analyzed in this study.

Instruction Hours (IH)

The first factor used the equation was "Instruction hours (IH)." A numerical value for this factor was obtained for each faculty member by adding the class hours assigned to each course taught by that teacher each semester of the school year. This sum was then divided by the reference value of 15 hours per week to obtain a ratio of comparison with the standard teaching load. For example, a teacher with 12 hours per week would have a ratio of 12/15 or 0.80 as a decimal value. (This may also be read as 80% or 20% less than a standard load.) Another teacher may have 20 hours per week for a ratio of 20/15 or 1.33 as a decimal value. (This may also be read as 133% or 33% more than a standard load.)

Number of Preparations (NP)

The second factor used in the equation was "Number of Preparations (NP)." A numerical value for this factor was obtained for each full-time teacher by adding the number of weekly classes taught each semester (identified by ticket number) that did not have the same course title or number. This term was assumed to be different courses were to be given credit for preparation time. Hence, if a teacher were to have

have more than one class with the same course title and number assigned in a semester only one preparation credit would be given. However, a teacher may request separate preparation credit for classes with the same title and number if there is a substantial difference in the method or material developed for teaching the two classes. The number of class preparation credits was then divided by the reference value five to obtain a ratio of comparison with the standard teaching load. For example, a teacher with three preparations would have a ratio of 3/5 or 0.60 as a decimal value. (This may also be read as 60% or 40% less than a standard load.) Another teacher may have six preparations or a ratio of 6/5 or 1.20 as a decimal value. (This may also be read as 120% or 20% more than a standard load.)

Student Enrollment (SE)

The third factor used in the equation to measure a teaching load was "Student Enrollment (SE)." A numerical value for this factor was obtained by multiplying the student enrollment during the fourth (census) week by the number of weekly class hours assigned in the course. This product converts student enrollment into weekly-student-contact-hours (WSCH) for each class assigned to a teacher. This factor is then expressed in standardized units that are normally collected in data provided the State of California for funding educational institutions. The total WSCH figure was then divided by the reference standard of 500 WSCH found in a standard teaching load. This reference standard was obtained by using a typical class enrollment figure of no less than 32 nor more than 35 students enrolled as a nominal value. These enrollment figures would produce 480 to 525 WSCH per class, which average to the 500 WSCH value used in the equation. For example, a teacher with a total of 442 WSCH would have a ratio of 442/500 or 0.88 as a decimal value. (This may also be read as 88% or 12% less than a standard load.) Another teacher may have a total of 570 WSCH for a ratio of 570/500 or 1.14 as a decimal value. (This may also be read as 114% or 14% above a standard load.)

Outside Assignments (OA)

The fourth factor used in the equation was "Outside Assignments (OA)." A numerical value for this factor was obtained by listing all outside assignments by category according to the average number of hours per week required to meet the assigned duties and responsibilities of the assignment. (See the complete list of these assignments in the APPENDIX section of this report.) In addition to these assignments each full-time faculty member was given one hour per week credit for the normal amount of time required to attend institutional and division faculty meetings and submit required responses to memoradum. Also, each faculty member assigned team-teaching duties was given one hour credit for each team assignment. When more than two faculty members were assigned to a team one additional hour of credit was given for coordination of instructional activities. The sum of outside assignment hours was then divided by five hours per week as a reference standard. This figure does not count the five hours per week each faculty member is required to post as "Office hours" to advise as assist students in class studies. For example, a teacher with two hours per week would have a ratio of 2/5 or 0.40 as a decimal value for this factor. (This may also be read as 40% or 60% less than a standard load.) Another teacher may have nine hours per week for a ratio of 9/5 or 1.80 as a decimal value. (This may also be read as 180% or 80% above a standard load.)

Paraprofessional Assistance (PA)

The fifth and last factor used in the equation was "Paraprofessional Assistance (PA)." This was a negative factor subtracted from the four positive factors on the left hand side of the equation to account for help provided by full-time classified staff members assigned to assist the teacher in formal classroom activities. This factor did not include normal work done by a division secretary in out-of-class clerical duties. (A list of these paraprofessional assistants is provided in the APPENDIX section of this report according to the instructional division and area assignments. In addition, there are four secretaries assigned in the large-class Forum buildings used by all eight instructional divisions.) A numerical value for this factor was obtained by multiplying the number of class hours per week where paraprofessional assistance was provided to a teacher by 0.08 or 2% of a teaching load credit. Several assumptions were previously made in this study to support the 2% per hour credit given for paraprofessional assistance. For example, on a cost analysis, the average annual salary paid a full-time paraprofessional assistant is about one-half that of a full-time teacher. Therefore, it would cost the same to use one teacher or two paraprofessionals to carry the total instructional load in a given class. Also, the list of duties and tasks required for classroom teachers to receive credit for instruction as outlined in this study contains about 40% of duties that a paraprofessional assistant may perform and 60% of the duties require a teacher to perform or supervise the performance. Therefore, slightly less than one-half the total classroom work may be done by a paraprofessional assistant. On the basis of teaching load credit, a normal teaching load consists of 75% credit for formal class room work in five separate three-hour classes. Therefore, each three-hour class would produce 1/5 or 15% of the 75% teaching load credit and each class hour would earn 5% teaching load credit. Consequently, the 5% teaching load credit is reduced by 2% to account for paraprofessional assistance so the teacher receives only 3% credit per hour of class with assistance. A numerical value for paraprofessional assistance was obtained by multiplying the class hours by the factor 0.08 or 2% teaching credit. For example, three class hours times 0.08 would equal 0.24, which is then divided by one and subtracted from the four positive factors and divided by four in the equation. If this factor is divided by the factor 0.04 the units will be converted to 2% teaching load credit and may be subtracted from the total teaching load credit which is also expressed in percentage units on the right side of the equation. If the total teaching load credit is higher or lower than the standard reference value of 100.0, then the paraprofessional assistance credit may be evaluated as being too low or too high accordingly. This then permits the assignment of assistance in classroom work to be judged according to need when paraprofessionals are assigned by divisions.

Proportional Teaching Load Credit for Shorter-term Courses

The curriculum at Golden West College contains a number of courses scheduled for periods shorter than the normal 18-week semester. When teachers are assigned these short-term courses, a proportional credit is given in their teaching load calculations according to the following table of values:

Course Length	Proportional Credit Given	Teaching Load Credit Multiplication Factor
Four-week	2/9	0.22
Six-week	1/3	0.33
Eight-week	4/9	0.44
Nine-week	1/2	0.50
Twelve-week	2/3	0.67

To obtain a total teaching load value for these short-term courses all factors in the equation must be multiplied by these proportional credit factors. For example, a teacher assigned to a nine-week course would receive one-half credit for instruction hours, preparation, and student enrollment.

Team-teaching Assignments

The total credit for courses taught by team-teaching methods was divided by the number of teachers assigned to the team so that class hours, preparation, and student enrollment were granted equally to all team-teaching members according to the number of teachers in the team. For example, if three teachers were assigned to a team then each would receive one-third of the total credit for the course taught. In addition, each member of the team was granted one hour of outside assignment credit for time required to communicate classroom progress and student performance and one additional hour of outside assignment credit for coordination if three or more teachers make up the team.

CHAPTER III

RESULTS

The last objective in this study was to apply the plan developed here to measure the teaching workloads of all full-time faculty members in a typical community college, such as Golden West College, that makes wide use of innovative, non-traditional, teaching methods, to determine the extent to which these methods affect teaching workloads.

The plan used to measure teacher workloads included the design of a mathematical equation that converted five teaching-load factors: instructional hours, number of preparations, student enrollments, outside assignments, and paraprofessional assistance into numerical values whose sum produced a total teaching-load factor expressed as a 100.0 unit load (this may also be read as 100%) compared to a standard reference teaching load of 15 hours per week, five different preparations, with 500 weekly-student-contact-hours (WSCH), five hours of outside assignments, and no paraprofessional assistance.

The results of this analysis for the 163 full-time teaching faculty members considered in this study for the fall semester (1974) are provided in TABLE 1 (see appendix section page 64). In addition, TABLE 1 gives the average value of each teaching load factor used in the equation for the number of faculty assigned to each of the eight instructional divisions. Lastly, TABLE 1 provides the college totals for all teaching faculty members at Golden West College.

The results of the faculty workload analysis for 166 full-time teaching faculty members considered in this study for the spring semester (1975) are provided in TABLE 2 (see appendix section page 65) of this report. TABLE 2 also gives the average value of each of the teaching-load factors used in the equation for the number of faculty assigned in the eight instructional divisions. Lastly, TABLE 2 provides the college totals for all teaching faculty members at Golden West College.

TABLE 3 (see appendix section page 66) of this report provides the yearly average (1974-75) for the factors given in TABLES 1 and 2 so that a comparison can be made of the variation between the two semesters caused by curriculum and student enrollment patterns as commonly found in community colleges. FIGURES 1 through 12 (see appendix section pages 67 to 78) are provided in this report to describe the nature and scope of variations between the fall and spring semesters for the five teaching-load factors used in the equation in each of the eight instructional divisions at Golden West College.

Teaching-load factors for each faculty member (identified only by code number in this study) are presented in TABLES 4 through 27 (see appendix section pages 79 to 102) for both the fall semester (1974) and spring semester (1975), and a yearly average (1974-75) are provided to permit a detailed comparison of the patterns of teaching loads found in each of the eight instructional divisions at Golden West College. The following paragraphs will discuss these factors in greater detail.

Instruction Hours Per Week

The 163 full-time teachers produced a total of 2,370 instruction hours during the fall semester (1974) for an average of 16.75 each. The 166 full-time teachers produced a total of 2,861.64 instruction hours during the spring semester (1975) for an average of 17.24 each. This resulted in a yearly average (1974-75) of 2,754.16 instruction hours or 16.90 each. FIGURE 1 shows a very small variation between the two semesters in all eight divisions. Only two divisions, Communications and Technology, had higher values for this factor in the fall semester then for the spring semester. FIGURE 2 shows the highest value recorded for this factor to be 23.9 hours in the Technology Division, the lowest value recorded for this factor to 12.7 hours in the Social Sciences Division, and four divisions to be above the reference value of 15 instruction hours per week.

Number of Preparations per Semester

The 163 full-time teachers produced a total of 735.58 preparations during the fall semester (1974) for an average of 4.51 each. The 166 full-time teachers produced a total of 775.36 preparations during the spring semester (1975) for an average of 4.67 each. This resulted in a yearly average (1974-75) value of 743.28 preparations or 4.56 each. FIGURE 3 shows that the Health Sciences Division had the largest change (2.90 to 3.51) for this factor between semesters, and that three Divisions (Business, Communications, and Physical Education) had higher fall semester values than in the spring semester. FIGURE 4 shows that only two divisions, Physical Education and Social Science, had values higher than the reference standard of five preparations. FIGURE 4 shows the highest value recorded for this factor to be 6.34 in the Physical Education Division and the lowest value recorded for this factor to be 3.18 preparations in the Health Sciences Division.

Student Enrollments in Weekly-Student-Contact-Hours (WSCH)

The 163 full-time teachers produced a total of 87,585 WSCH during the fall semester (1974) for an average of 537.33 each. The 166 full-time teachers produced a total of 92,456 WSCH during the spring semester (1975) for an average of 556.96 each. This resulted in a yearly average (1974-75) value of 88,970 or 545.83 for each teacher. FIGURE 5 shows that three divisions, Business, Communications, and Physical Education, had higher fall semester values for the factor than the spring semester. FIGURE 6, shows that only two divisions, Communications and Health Sciences, had less than the 500 WSCH reference standard value. FIGURE 6 also shows the highest value recorded for this factor to be 673 WSCH in the Fine and Applied Arts Division and the lowest value for this factor to be 405 WSCH in the Health Sciences Division.

Outside Assignments in Hours per Week

The 163 full-time teachers produced a total of 938.05 hours of out-of-class work during the fall semester (1974) for an average of 5.75 hours each. The 166 full-time teachers produced a total of 1,505.35 hours of out-of-class work during the spring semester (1975) for an average of 9.07 hours each. This resulted in a yearly average (1974-75) value of 1,025.64 hours or 6.29 hours of out-of-class work for each teacher. FIGURE 7 shows that only one division, Physical Education, had more hours per teacher in the fall semester than in the spring semester. FIGURE 7 also shows that the Fine and Applied Arts Division had the largest change between fall and spring semesters (5.17 to 7.00 hours) for this factor. FIGURE 8 shows that all divisions except one, Social Sciences, had out-of-class assignments in excess of the five hours per week reference standard value.

Paraprofessional Assistance in Percentage of Teaching Load Credit

The 40 full-time classified staff members assigned to the eight instructional divisions provided an average of 11.71 percent of teaching-load assistance to each of the 163 full-time teachers during the fall semester (1974). These same paraprofessional assistants provided an average of 12.97 percent of teaching-load assistance to each of the 166 full-time teachers during the spring semester (1975). This resulted in an average value of 11.94 percent of teaching-load assistance for the 1974-75 school year. FIGURE 9 shows the paraprofessional assistance to be high in three divisions, Fine and Applied Arts, Mathematics and Science, and Physical Education. FIGURE 10 shows the highest value recorded for this factor to be 26.89% for the eight paraprofessional assistants assigned to the Fine and Applied Arts Division and the lowest value recorded for this factor to be 0.00% for no paraprofessional assistants assigned to the Technology Division. It is of interest at this time to compare the basic assumption used in this study that each paraprofessional assistant should carry about one-half the teaching load assignment of a full-time teaching faculty member in each hour of classroom work. Stated another way, two paraprofessional assistants should equal one full-time teacher if used efficiently in the educational programs at Golden West College. If the average value of 11.94% of a teaching-load credit is multiplied by the total of 163 full-time teachers a value of 19.46 is obtained. This means that almost 20 full-time teachers would be required to carry the instructional load of the 40 full-time classified staff members. These results verify the basic assumption used in this study to equate these two factors and demonstrate that all eight instructional divisions use their paraprofessional staff members with a high degree of efficiency.

Total Teaching-load Factors

The summary of total teaching-load factors found in TABLES 1, 2, and 3 shows a reasonable degree of consistency among the eight divisions. The teaching-load factor computed in this study was an average value of 93.94 for the 163 full-time teachers during the fall semester (1974). The teaching-load factor was an average value of 98.81 for the 166 full-time teachers in the spring semester (1975). This resulted in a yearly average of 96.33 for the 1974-75 school year. FIGURE 11 shows the most change in this load factor to be 84.01 to 99.05 for the fall and spring semesters (shown by the dark line) in the Fine and Applied Arts Division. All divisions except the Physical Education Division had load factors higher in the spring semester compared to the fall semester. FIGURE 12 shows that only two divisions, Health Sciences and Technology, had load factors higher than 100.0 (the standard reference value). The lowest value for teaching-load factors found in this study was found in the Communications Division at an 86.23 average per full-time teacher value. The highest value found for this factor was in the Technology Division at a 114.29 average per full-time teacher value. These two values produce a range of more than 28% between the lowest and highest divisional load averages in the college. A normal range for teaching-load factors is considered to be between 90.0 and 110.0 due to variations in student enrollments and curriculum in the two semesters of a school year. This load factor was achieved by six of the eight instructional divisions.

Ranking Order of Each Teaching-load Factor by Instructional Division

The following paragraphs present a different evaluation of the results of this study. Each of the eight instructional divisions is analyzed according to its rank order for each of the five teaching-load factors considered in this study. The following categories will be be used to describe the rank order of each factor in each division: High for the first three ranks (first, second, and third), Medium for the center two ranks (fourth and fifth), and Low for the last three ranks (sixth, seventh, and eighth).

The Business Division

The Business Division ranked High (3rd) in total teaching-load. The rank order of the five remaining factors was as follows: Medium (5th) for number of preparations, Medium (5th) for student enrollments, Medium (5th) for paraprofessional assistance, Low (7th) for instruction hours, and High (1st) for outside assignments. The distribution of teaching loads in the division shows four teachers below 90.0, eight teachers between 90 and 110, and four over 110 in their total teaching-load factors.

The Communications Division

The Communications Division ranked Low (8th) in total teaching-load in this study. The ranking order of the remaining five factors was as follows: Low (6th) in instruction hours, High (3rd) in number of preparations, Low (7th) in student enrollments, Low (7th) in outside assignments, and Medium (4th) for paraprofessional assistance. The distribution of teaching loads in the division shows fourteen at less than 90.0, seven teachers between 90 and 110, and four teachers over 110 in their total teaching-load assignments.

The Fine and Applied Arts Division

The Fine and Applied Arts Division ranked Low (6th) in total teaching-load in this study. The ranking order of the other five factors was as follows: High (2nd) in instruction hours, Low (7th) in number of preparations, High (1st) in student enrollments, Medium (5th) in outside assignments, and High (1st) in paraprofessional assistance. The distribution of teaching loads in the division shows that eight teachers were less than 90.0, fifteen teachers were between 90 and 110, and two teachers were over 110 in their total teaching-load assignments.

The Health Sciences Division

The Health Sciences Division ranked High (2nd) in total teaching-load factor in this study. The ranking order of the other five factors as follows: High (3rd) in instruction hours, Low (8th) in number of preparations, Low (8th) in student enrollments, High (3rd) in outside assignments, and Low (6th) in paraprofessional assistance. The distribution of teaching loads in the division shows no teachers less than 90.0, 22 teachers between 90 and 110, and one teacher at more than 110 in their total teaching load assignments.

The Mathematics and Science Division

The Mathematics and Science Division ranked Medium (5th) in total teaching load in this study. The ranking order of the other five factors was as follows: Medium, (5th) in instruction hours, Medium (4th) in number of preparations, High (2nd) in outside assignments, and High (3rd) in paraprofessional assistance. The distribution of teaching loads in the division shows that nine teachers were less than 90.0, ten teachers were between 90 and 110, and six were over 110 in their teaching loads.

The Physical and Recreational Education Division

This division ranked Low (7th) in total teaching load in this study. The ranking order of the other five factors was as follows: Medium (4th) in instruction hours, High (1st) in number of preparations, High (3rd) in student enrollments, Medium (4th) in outside assignments, and High (2nd) in paraprofessional assistance. The distribution of teaching loads in the division shows eight teachers at less than 90.0, five teachers between 90 and 110, and three teachers over 110 in their total teaching-load assignments.

The Social Sciences Division

The Social Science Division ranked Medium (4th) in total teaching-load in this study. The ranking order of the other five factors was as follows: Low (8th) in instruction hours, High (2nd) in number of preparations, Medium (4th) in student enrollments, Low (8th) in outside assignments, and Low (7th) in paraprofessional assistance. The distribution of teaching loads in the division shows that eight teachers were less than 90.0, 15 teachers were between 90 and 110, and four teachers were over 110 in their teaching load assignments.

The Technology Division

The Technology Division ranked High (1st) in total teaching-load in this study. The ranking order of the other five factors was as follows: High (1st) in instruction hours, Low (6th) in number of preparations, Low (6th) in student enrollments, Low (6th) in outside assignments, and Low (8th) in paraprofessional assistance. The distribution of teaching loads in the division shows that one teacher was less than 90.0, four teachers were between 90 and 110, and four teachers were over 110 in their total teaching load assignments.

Conclusions

A comparison of the five teaching workload factors used in the equation developed for this study and the results of a standard teaching load used for comparison in the formulation of ratios will provide a valid statistical measure of the efficiency of instruction at Golden West College where innovative, non-traditional methods of instruction are widely used in all eight instructional divisions in the college. When the yearly average values expressed in TABLE 3 (see appendix) are compared with similar values obtained with more conventional instructional methods the following results are obtained. The 163 full-time teachers, teaching a standard 15 instruction hours per week, would produce a total of 2,445 instruction hours. When this value is compared with the 2,754 instruction hours found as a total in this study, the results indicate that 12.64% more instruction time is accomplished at Golden West College. The same 163 full-time teachers would produce 815 class preparations under a conventional teaching load of five preparation per week instead of the 743.28 obtained in this study. Hence, Golden West College has 8.8% fewer preparations than a standard teaching load assignment. This may result from the Coast Community College District policy, which encourages large classes to improve instructional efficiency and wide use of innovative teaching methods to produce greater learning in fewer courses. When comparing student enrollments, the standard teaching load assignments of 500 WSCH per teacher would yield 81,500 WSCH for 163 full-time teachers. Golden West College generated 88,970 WSCH with the same 163 full-time faculty or 9.17% over the traditional standard teaching load assignment.

In summary, the instructional efficiency factor for Golden West College could be determined as the ratio of student enrollments to instruction hours or 88,970/743.28, which equals 119.70 compared with 81,000/815 or 100.0 from a conventional teaching load assignment. Thus, Golden West College is 19% more efficient in the use of teaching faculty than the more conventional colleges.

CHAPTER IV

RECOMMENDATIONS

The administrative policy of assigning teaching faculty workloads in a comprehensive community college, such as Golden West College, must be designed to ensure support of the stated institutional commitment to use non-traditional methods of instruction to meet the needs of students with either special or general educational objectives. In addition, the policy should attempt to provide both effective and efficient use of instructional facilities and teaching faculty. Lastly, the policy should ensure that all teaching faculty are assigned a fair and equitable load.

In general, the results of this study found the present faculty workload policy, adopted in 1962, which uses only the factors of "teaching hours" and weight factors for "lecture" and "laboratory" instruction credit provided a fair teaching-load assignment for 77.9% of the full-time teaching faculty members analyzed in this study. However, it appears that the present policy does not ensure an equitable distribution of teaching workloads among the eight instructional divisions, since the range of total teaching-load factors found in this study fell between a low value of 86.23 and a high value of 114.29 for a spread of more than 28% of a standard teaching load. This appears to have resulted from the lack of common units in the assignment of teaching workloads among the eight instructional divisions and the lack of any student enrollment limitations in the present policy. Therefore, it is recommended that a new policy to assign and measure teaching workloads be adopted at Golden West College.

The major difficulty in designing a new policy to assign teaching workloads at Golden West College will be to ensure that it provides for a fair and accurate measurement of total teaching responsibilities. It must also attempt to ensure that an equitible distribution of teaching workloads will result regardless of instructional division assignment. Consequently, it is further recommended that administrative guidelines for a new policy be designed according to these five criteria:

1. The policy should place no restrictions on the institution's prerogatives to design and implement new educational programs that use innovative teaching methods.

2. The policy should provide positive, rather than negative, incentives for using non-traditional teaching methods in the total assissment of teaching workloads.

3. The policy should support the effective and efficient use of both instructional facilities and teaching faculty.

4. The policy should provide a method to measure and assign teacher workloads that will be:

    a. simple in method to ensure it be easily understood by all faculty members

    b. flexible in application to reflect current trends in educational strategies and learning theories

    c. based upon objective rather than subjective factors and be written in measurable terms

    d. formulated to be accurate and realistic in measurement of total teaching responsibilities.

5. The policy should require that all teaching workload be assessed on common factors to ensure that teaching workload credit be closely related to actual work performed in meeting assigned responsibilities, regardless of division assignment or membership.

Recommended Guidelines for a New Teacher Workload Policy

It is recommended that a new teacher workload policy be drafted for Golden West College to meet the criteria previously described along these five administrative guidelines:

Guideline Number One: The standard teaching load for a full-time teaching faculty member shall consist of a 40 hour week. This load will further be divided into 30 hours (or 75%) of a workload in duties directly related with classroom instruction, and ten hours (or 25%) of the workload in duties related to assigned out-of-class responsibilities and duties that include five hours of "office time" for advising students and five hours of additional assignments as determined by the Dean of Academic Affairs or Division Chairperson.

Guideline Number Two: The measurement of a full-time teaching faculty workload shall be made by the following criteria to earn "Teaching-load Credit Points." A full-time teaching workload shall be 100.0 plus or minus 10 points earned as a sum of the following factors:

Instruction Hours--Each hour of classroom instruction assigned to a faculty member shall earn 1.67 points of teaching-load credit. Therefore, a 15-hour-per-week load will earn 25.0 points of teaching-load credit.

Number of Preparations--Each course identified by a different title and number (e.g., English 100, Speech 170, etc.) assigned to a teacher in a semester shall earn 5.0 points of teaching-load credit. A teacher shall receive only one preparation credit when assigned two or more classes with the same course title and number in a semester. (e.g., English 100 at 9 MWF and English 100 at 1 MWF which are identified by different ticket numbers in the schedule of classes.) However, if there is a substantial difference in the course materials or teaching methods used in each of the different classes a faculty member may request separate preparation credit. Therefore, five different course preparations per semester will earn 25.0 points of credit.

Student Enrollment-- Each student enrolled during the fourth or census week shall be computed as 0.05 points of credit per hour of formal classroom activity. Therefore, the total student enrollment in weekly-student-contact-hours (WSCH) of teaching-load of 500 WSCH earn 25.0 points of credit.

Outside Assignments-- Each hour of assigned out-of-class duty (other than office hours) shall earn 5.0 points of credit. Therefore, five hours per week of outside assignments shall earn 25.0 points of credit.

Paraprofessional Assistance-- Each hour of formal class activity with a full-time classified staff member assigned to assist the teacher with instructional duties shall have 2.0 points of teaching-load credit subtracted from the total credit points earned from the first four factors. Therefore, a teacher would earn 3.0 instead of 5.0 points per hour of teaching-load credit with paraprofessional assistance.

Guideline Number Three: Classes shorter than a full semester shall be given proportional teaching-load credit in ratio to the number of weeks the class meets and the normal 18-week semester. Therefore, a six-week class will be given one-third credit and a nine-week class one-half credit for the total teaching points earned.

Guideline Number Four: Classes taught by a team-teaching method shall be divided into credit points and equally given to all teachers assigned to the teaching team. Therefore, a team-teaching assignment of two teachers will each earn one-half of the total credit of the class.

Guideline Number Five: A standard teaching load shall be defined as 100.0 points with a normal range of plus or minus 10 points (90 to 110) determined as the average for both semesters. The Dean of Academic Affairs shall determine appropriate action to correct teaching loads of less than 90 or more than 110 teaching-load credit points.

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APPENDIX

CONTRACT HOUR ASSIGNMENTS FOR CERTIFICATED STAFF

The basic philosophy behind all professional employment relates contract hours for certificated personnel to a forty-hour week. Specific assignments are established for differing kinds of services in consideration of the nature of the professional work for which certificated personnel are employed.

1. *Contract Hours for Teachers*

Teaching personnel are expected to be on duty and available to students, individually or severally, not less than five hours per day, five days per week; the remainder of their time is given to professional functions relating directly to their roles. Time within this frame may be given to teaching and advising, in any case, teachers will provide at least one hour per day otherwise unencumbered for student consultation and advising, and office hours will be posted.

The normal teaching load of full-time instructors varies according to division. Teaching load at Golden West College is measured in classroom hours per week with laboratory time counting two-thirds as much as lecture or recitation time. For example, one and one-half hours of laboratory equals one hour classroom time for computational purposes. Instructors whose assignments involve lecture-demonstrations to classes where enrollments exceed 100 and where forum-type facilities are employed may expect double credit (two hours' credit for one hour presentation). Instructors whose assignments involve formal arrangements for "team teaching" may expect time arrangements for coordination among team members.

Teaching loads by division follow:

Business	14-16 hours (lecture)
	18-20 hours (lecture-laboratory)
Communications	14-16 hours (English, speech, journalism)
	18-20 hours (foreign languages)
Fine and Applied Arts	14-16 hours (lecture)
	17-22 hours (lecture-laboratory)
Health Sciences	21-35 hours (lecture-laboratory)
Mathematics and Sciences	14 hours (lecture)
	18-22 hours (lecture-laboratory)
Physical and Recreational Education	22-25 hours (straight physical education)
	(one hour lecture × one and one-half of physical education instruction)
	(coaching × 10 hours/week credit)
	(reduced load for CRA, ISA, or intramural)
Social Sciences	14-16 hours (lecture)
Technology	24-30 hours (lecture-laboratory)
	(four hours laboratory × one hour lecture)

LIST OF OUTSIDE COMMITEE ASSIGNMENTS AND CREDIT ASSIGNED IN THIS STUDY

COLLEGE COUNCILS AND STANDING COMMITTEES	SCHEDULE OF MEETINGS	TIME HRS/WK
President's Cabinet	Bimonthly	3
Anniversary Raise Committee	As Needed	1
College Issues Committee	As Needed	2
Committee on Committees	One per Year	1
Academic Standards Committee	As Needed	1
Non-Traditional Studies Committee	As Needed	1
Faculty Communications Committee (and In-Service Training Review)	As Needed	1
Faculty Projects Review Committee	As Needed	1
Publications Review Committee	As Needed	1
Sabbatical Leave Committee	One per Year	1
Campus Safety Committee	As Needed	1
Council on Curriculum and Instruction	Weekly	5
Learning Systems Committee	As Needed	1
Graduation Petitions Committee	As Needed	1
College Affairs Council	Bimonthly	3
Campus Newspaper Advisory Committee	Monthly	2
College and Community Programs Committee	As Needed	2
Graduation Planning Committee	As Needed	1
Probation and Dismissal Review Committee	As Needed	2
Scholarship Review Committee	As Needed	1

OTHER OUTSIDE ASSIGNMENTS

Team Teaching Assignments	Each Course	1
Open Laboratory Supervision	As Assigned	As Assigned
Curriculum Coordination	As Assigned	1 Hr/Course
Performance	As Assigned	As Assigned
Outside Class hours (Arranged)	As Assigned	As Assigned
Faculty Fellowships (Projects)	As Assigned	As Assigned
Division Administration	Each 5 members	1
Assistant Division Chairman		2
Program Director (Cooordinator)		2
Television Facilitator	As Assigned	As Assigned
Work Experience	Each 8 Students	1
Independent Study Contracts	Each 8 Students	1
Advanced Study Contracts	Each 8 Students	1
High School/Community Visitations	As Assigned	As Assigned
Instructional Division Business and Faculty Evaluation or Projects	Each Member	1
Academic Senate President		5
Academic Senate Officer		3
Academic Senate Member		2

GOLDEN WEST COLLEGE INSTRUCTIONAL DIVISION ORGANIZATION

1. BUSINESS DIVISION — 16 full-time faculty members.

Accounting, Business Management, Food Distribution (Retailing), General Clerical, Marketing and Purchasing, Secretarial Studies.

Paraprofessional Assistants — total of 2 assigned.
Secretary
Golden Keys Laboratory Assistant (Secretarial Science)

2. COMMUNICATIONS DIVISION — 25 full-time faculty members.

English, Foreign Languages, Instructional Aide, Journalism, Literature, Reading, Speech, Debate.

Paraprofessional Assistants — total of 5 assigned.
Secretary
Instructional Associate — English
Typist
Instructional Associate — Learning Skills
Typist — Learning Skills

3. FINE AND APPLIED ARTS DIVISION — 16 full-time and 4 part time faculty.

Art, Ceramic Arts, Graphic Design, Music, Personal Services (Cosmetology).

Paraprofessional Assistants -- total of 8 assigned.
Secretary
Accompanist
Auditorium Stage Supervisor
Costumer
Lighting and Sound Technician
Principle Clerk
Cosmetology Dispensary Clerk
Instructional Assistant -- Photography

4. HEALTH SCIENCES — 23 full-time faculty members.

Registered Nursing, Human Services — Social Science Aide, Psychiatric Technician, Vocational Nursing.

Paraprofessional Assistants -- total of 2 assigned.
Secretary
Instructional Associate -- Human Services

GOLDEN WEST COLLEGE INSTRUCTIONAL DIVISION ORGANIZATION (CONTINUED)

5. MATHEMATICS AND SCIENCES — 25 full-time faculty members.

Biology, Chemistry, Mathematics, Physical Science, Physics, Science Technician.

Paraprofessional Assistants — total of 11 assigned.
  Instructional Associate -- Biological Sciences (3)
  Course Assistant — Biological Sciences
  Instructional Associate — Chemistry (2)
  Instructional Associate — Chemistry and Geology
  Instructional Associate — Geology
  Instructional Associate -- Mathematics (3)

6. PHYSICAL AND RECREATIONAL EDUCATION DIVISION —16 full-time faculty.

Physical Education, Recreational Education.

Paraprofessional Assistants — total of 5 assigned.
  Secretary
  Athletic Equipment Manager
  Athletic Equipment Assistant
  Athletic Trainer
  Women's Athletic Assistant

7. SOCIAL SCIENCES — 27 full-time faculty members.

Administration of Justice, Philosophy, Psychology, Social Sciences, Anthropology, Cultural Studies, Economics, Geography, History, Political Science, Sociology.

Paraprofessional Assistants — total of 2 assigned.
  Secretary
  Secretary — Administration of Justice

8. TECHNOLOGY DIVISION — 13 full-time faculty members.

Architectural Technology, Automotive Technology, Auto Body and Fender, Drafting Technology, Engineering Technology, Graphic Arts Technology, Manufacturing Technology.

Paraprofessional Assistants -- total of 1 assigned.
  Secretary

ALL INSTRUCTIONAL DIVISIONS — Forum Secretary (4).

GOLDEN WEST COLLEGE FACULTY WORKLOAD DATA WORKSHEET

NAME: John Doe

DIVISION: Mathematics and Science

CODE NUMBER: 5-170

SPECIAL NOTES: Math (some TV load)

FALL SEMESTER

TICKET NUMBER	COURSE TITLE	CLASS HRS PER WK	4th WK CONTACT HRS	PARAPROFESSIONAL ASSISTANCE	OUTSIDE ASSIGNMENTS	CATEGORY
4242	Math 100	3	201	Forum -.24	Sabatical leave Com.	1
4266	Math 150	4	108		Coordination	1
4270	Math 170	5	145		Div. Business	1

TOTALS (NP) 3 (IH) 12 (WSCH) 454 -.24 (OA) 3

LOAD CALCULATIONS $(NP)=\frac{3}{5}=.60$ $(IH)=\frac{12}{15}=.80$ $(WSCH)=\frac{454}{500}=.91$ $(PA)=-.24$ $(OA)=\frac{3}{5}=.6$ $\frac{2.91-.24\times100}{4}=66.70$

SPRING SEMESTER

TICKET NUMBER	COURSE TITLE	CLASS HRS PER WK	4TH WK CONTACT HRS	PARAPROFESSIONAL ASSISTANCE	OUTSIDE ASSIGNMENTS	CATEGORY
4300	Math 100	3	203	Forum -.24	Sabatical Leave Com.	1
4332	Math 150	4	162		Coordination	1
4354	Math 185	5	230		Div. Business	1
					TV Facilitator	10

TOTALS (NP) 3 (IH) 12 (WSCH) 595 -.24 (OA) 13

LOAD CALCULATIONS $(NP)=\frac{3}{5}=.6$ $(IH)=\frac{12}{15}=.8$ $(WSCH)=\frac{595}{500}=1.19$ $(PA)=-.24$ $(OA)=13/5=2.6$ $\frac{5.19-.24\times100}{4}=123.75$

SUMMARY CALCULATIONS
FOR BOTH SEMESTERS

$(NP)=\frac{3+3}{2\times5}=.6$ $(IH)=\frac{12+12}{2\times15}=0.8$ $(WSCH)=\frac{454+595}{2\times500}=1.05$ $(PA)=-.24$ $(OA)=\frac{3+13}{2\times5}=1.6$

$4.05-.24=\frac{3.81\times100}{4}=95.23$

TABLE 1

SUMMARY OF GOLDEN WEST COLLEGE TEACHING LOAD FACTORS BY DIVISION -- FALL SEMESTER (1974)

INSTRUCTIONAL DIVISION	INSTRUCTION HRS/WK	NUMBER OF PREPARATIONS	WEEKLY STUDENT CONTACT HOURS	OUTSIDE ASSIGNMENTS	PARAPROFESSIONAL ASSISTANCE (%)	TOTAL LOAD FACTOR (%)
1. BUSINESS						
SUM FOR 16 FACULTY MEMBERS	238.0	71.50	8,709.0	102.75	2 Assigned	1554.70
AVERAGE PER FACULTY MEMBER	(14.88)	(4.47)	(544.31)	(6.42)	(10.75)	(97.17)
2. COMMUNICATIONS						
SUM FOR 25 FACULTY MEMBERS	368.50	120.03	11,616.0	139.00	5 Assigned	2123.20
AVERAGE PER FACULTY MEMBER	(14.74)	(4.80)	(464.64)	(5.56)	(14.48)	(84.93)
3. FINE AND APPLIED ARTS						
SUM FOR 18 FACULTY MEMBERS	346.47	70.00	11,364.0	93.00	8 Assigned	1512.24
AVERAGE PER FACULTY MEMBER	(19.25)	(3.89)	(631.33)	(5.17)	(24.94)	(84.01)
4. HEALTH SCIENCES						
SUM FOR 23 FACULTY MEMBERS	460.29	66.67	9,280.0	137.00	2 Assigned	2284.65
AVERAGE PER FACULTY MEMBER	(20.01)	(2.90)	(403.48)	(5.96)	(1.91)	(99.33)
5. MATHEMATICS AND SCIENCE						
SUM FOR 25 FACULTY MEMBERS	361.00	116.00	15,051.0	166.00	11 Assigned	2318.12
AVERAGE PER FACULTY MEMBER	(14.44)	(4.64)	(602.04)	(6.64)	(17.90)	(92.72)
6. PHYSICAL AND REC. EDUCATION						
SUM FOR 16 FACULTY MEMBERS	306.00	104.00	10,001.0	108.00	5 Assigned	1478.13
AVERAGE PER FACULTY MEMBER	(19.13)	(6.50)	(625.06)	(6.78)	(21.56)	(92.38)
7. SOCIAL SCIENCES						
SUM FOR 27 FACULTY MEMBERS	337.50	134.50	15,019.0	123.50	2 Assigned	2570.53
AVERAGE PER FACULTY MEMBER	(12.50)	(4.98)	(556.26)	(4.57)	(1.22)	(95.20)
8. TECHNOLOGY						
SUM FOR 13 FACULTY MEMBERS	312.66	52.88	6,545.0	68.30	1 Assigned	1453.95
AVERAGE PER FACULTY MEMBER	(24.05)	(4.07)	(503.46)	(5.25)	(0.00)	(111.84)
COLLEGE TOTAL (163 FACULTY)	2730.42	735.58	87,585.0	938.05	36 PLUS 4 IN FORUM	15295.52
COLLEGE AVERAGE PER FACULTY	16.75	4.51	537.33	5.75	11.71	93.94

TABLE 2

SUMMARY OF GOLDEN WEST COLLEGE TEACHING LOAD FACTORS BY DIVISION -- SPRING SEMESTER (1975)

INSTRUCTIONAL DIVISION	INSTRUCTION HRS/WK	NUMBER OF PREPARATIONS	WEEKLY STUDENT CONTACT HOURS	OUTSIDE ASSIGNMENTS	PARAPROFESSIONAL ASSISTANCE (%)	TOTAL LOAD FACTOR (%)
1. BUSINESS						
SUM FOR 16 FACULTY MEMBERS	239.0	70.0	8,321.0	119.26	2 Assigned	1576.45
AVERAGE PER FACULTY MEMBER	(4.94)	(4.38)	(520.06)	(7.45)	(11.31)	(98.53)
2. COMMUNICATIONS						
SUM FOR 25 FACULTY MEMBERS	363.8	115.95	11,594.0	149.0	5 Assigned	2188.45
AVERAGE PER FACULTY MEMBER	(14.55)	(4.64)	(463.76)	(5.96)	(12.90)	(87.54)
3. FINE AND APPLIED ARTS						
SUM FOR 19 FACULTY MEMBERS	408.04	76.50	13,863.0	133.0	8 Assigned	1882.01
AVERAGE PER FACULTY MEMBER	(21.48)	(4.03)	(729.63)	(7.00)	(28.47)	(99.05)
4. HEALTH SCIENCES						
SUM FOR 23 FACULTY MEMBERS	453.15	80.83	9,362.0	148.5	2 Assigned	2465.46
AVERAGE PER FACULTY MEMBER	(19.70)	(3.51)	(407.04)	(7.02)	(3.83)	(107.19)
5. MATHEMATICS AND SCIENCE						
SUM FOR 26 FACULTY MEMBERS	388.50	125.00	17,522.0	190.5	11 Assigned	2583.50
AVERAGE PER FACULTY MEMBER	(14.94)	(4.81)	(673.92)	(7.33)	(20.77)	(99.37)
6. PHYSICAL AND REC. EDUCATION						
SUM FOR 17 FACULTY MEMBERS	349.0	107.0	10,046.0	113.0	5 Assigned	1496.30
AVERAGE PER FACULTY MEMBER	(20.53)	(6.29)	(590.94)	(6.65)	(25.53)	(88.02)
7. SOCIAL SCIENCES						
SUM FOR 27 FACULTY MEMBERS	349.50	143.50	15,050.0	131.0	2 Assigned	2686.65
AVERAGE PER FACULTY MEMBER	(12.94)	(5.31)	(557.41)	(4.85)	(1.78)	(99.51)
8. TECHNOLOGY						
SUM FOR 13 FACULTY MEMBERS	310.66	56.58	6,698.0	81.05	1 Assigned	1524.40
AVERAGE PER FACULTY MEMBER	(23.90)	(4.35)	(515.23)	(6.23)	(0.00)	(117.26)
COLLEGE TOTALS (166 FACULTY)	2861.65	775.36	92,456.0	1505.35	36 PLUS 4 IN FORUM	16403.22
COLLEGE AVERAGE (PER FACULTY)	17.24	4.67	556.96	9.07	12.97	98.81

TABLE 3

SUMMARY OF GOLDEN WEST COLLEGE TEACHING LOAD FACTORS BY DIVISION -- YEARLY AVERAGE (1974-75)

INSTRUCTIONAL DIVISION	INSTRUCTION HRS/WK	NUMBER OF PREPARATIONS	WEEKLY STUDENT CONTACT HOURS	OUTSIDE ASSIGNMENTS	PARAPROFESSIONAL ASSISTANCE (%)	TOTAL LOAD FACTOR (%)
1. BUSINESS						
SUM FOR 16 FACULTY MEMBERS	225.50	70.63	8,477.0	115.26	2 Assigned	1565.95
AVERAGE PER FACULTY MEMBER	(14.09)	(4.41)	(529.81)	(7.20)	(11.05)	(97.87)
2. COMMUNICATIONS						
SUM FOR 25 FACULTY MEMBERS	365.91	117.99	11,655.0	149.00	5 Assigned	2155.66
AVERAGE PER FACULTY MEMBER	(14.64)	(4.72)	(466.20)	(5.96)	(13.08)	(86.23)
3. FINE AND APPLIED ARTS						
SUM FOR 18 FACULTY MEMBERS	367.26	69.75	12,119.0	110.50	8 Assigned	1636.70
AVERAGE PER FACULTY MEMBER	(20.40)	(3.88)	(673.28)	(6.14)	(26.89)	(90.93)
4. HEALTH SCIENCES						
SUM FOR 23 FACULTY MEMBERS	455.74	73.18	9,307.0	163.25	2 Assigned	2359.56
AVERAGE PER FACULTY MEMBER	(19.81)	(3.18)	(404.65)	(7.10)	(2.33)	(102.59)
5. MATHEMATICS AND SCIENCE						
SUM FOR 25 FACULTY MEMBERS	368.75	116.50	15,945.0	178.75	11 Assigned	2419.59
AVERAGE PER FACULTY MEMBER	(14.75)	(4.66)	(637.80)	(7.15)	(18.96)	(96.78)
6. PHYSICAL AND REC. EDUCATION						
SUM FOR 16 FACULTY MEMBERS	316.50	101.50	10,024.0	102.75	5 Assigned	1447.89
AVERAGE PER FACULTY MEMBER	(19.78)	(6.34)	(610.50)	(6.42)	(23.47)	(90.49)
7. SOCIAL SCIENCES						
SUM FOR 27 FACULTY MEMBERS	343.50	139.00	15,076.0	127.75	2 Assigned	2630.38
AVERAGE PER FACULTY MEMBER	(12.72)	(5.15)	(558.37)	(4.73)	(1.40)	(97.42)
8. TECHNOLOGY						
SUM FOR 13 FACULTY MEMBERS	311.00	54.73	6,623.0	78.38	1 Assigned	1485.79
AVERAGE PER FACULTY MEMBER	(23.92)	(4.21)	(509.46)	(6.03)	(0.00)	(114.29)
COLLEGE TOTAL (163 FACULTY)	2754.16	743.28	88,970.0	1025.64	36 (PLUS 4 IN FORUM)	15701.52
COLLEGE AVERAGE PER FACULTY	16.90	4.56	545.83	6.29	11.94	96.33

FIGURE 1

INSTRUCTION TIME IN HOURS PER WEEK AT GOLDEN WEST COLLEGE BY DIVISION

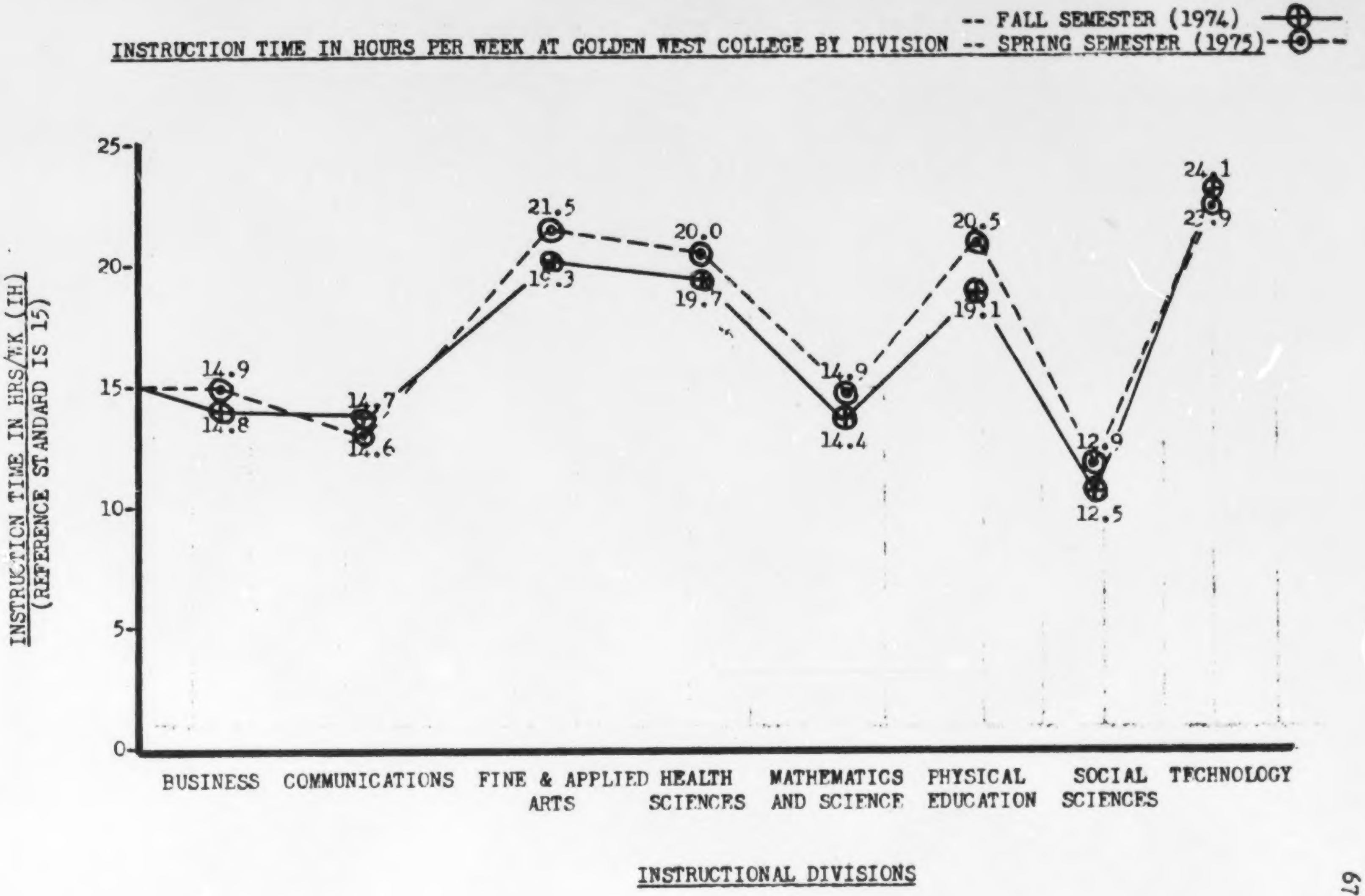


FIGURE 2

INSTRUCTION TIME IN HOURS PER WEEK AT GOLDEN WEST COLLEGE BY DEVISION -- YEARLY AVERAGE (1974-75)

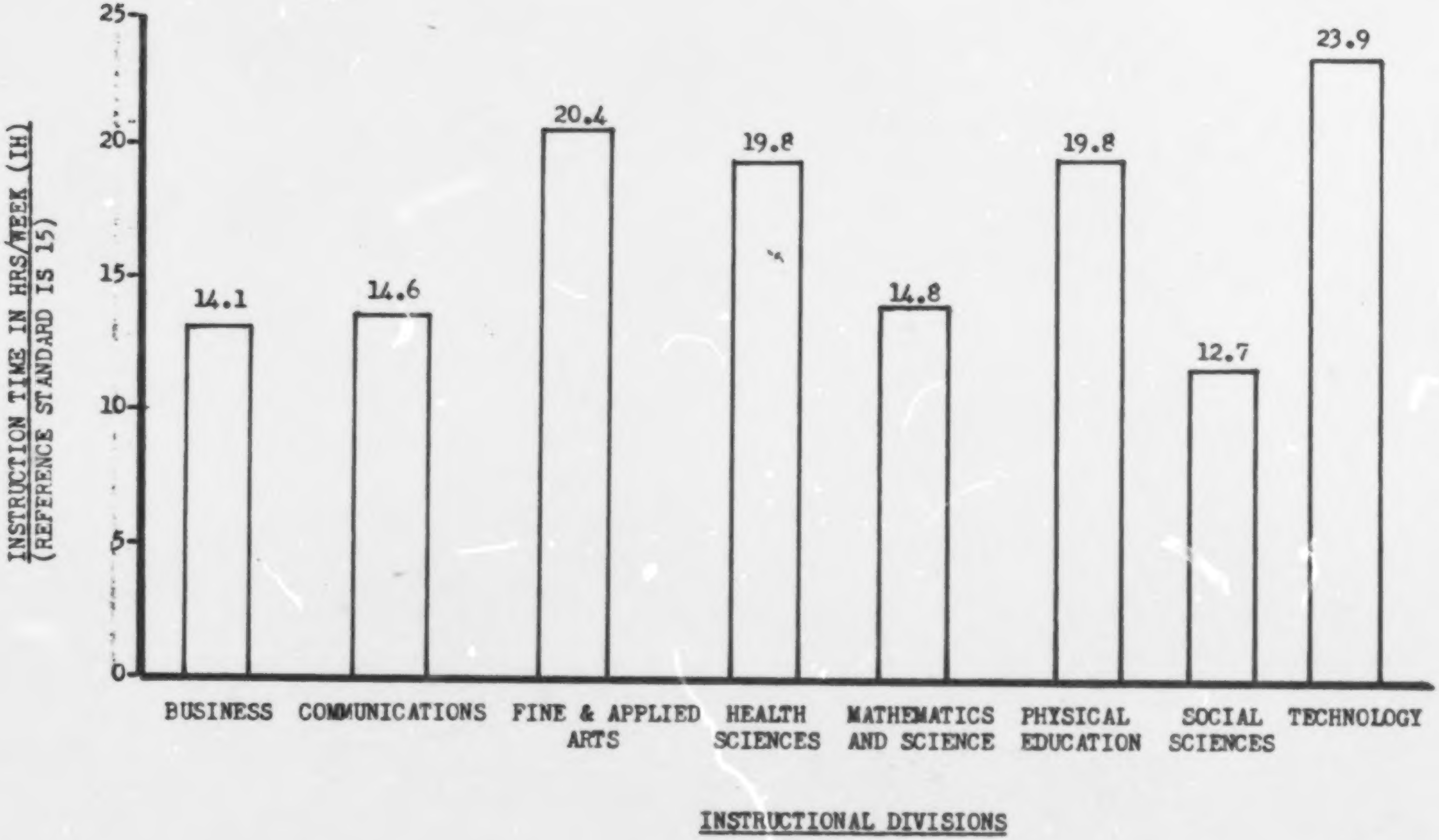
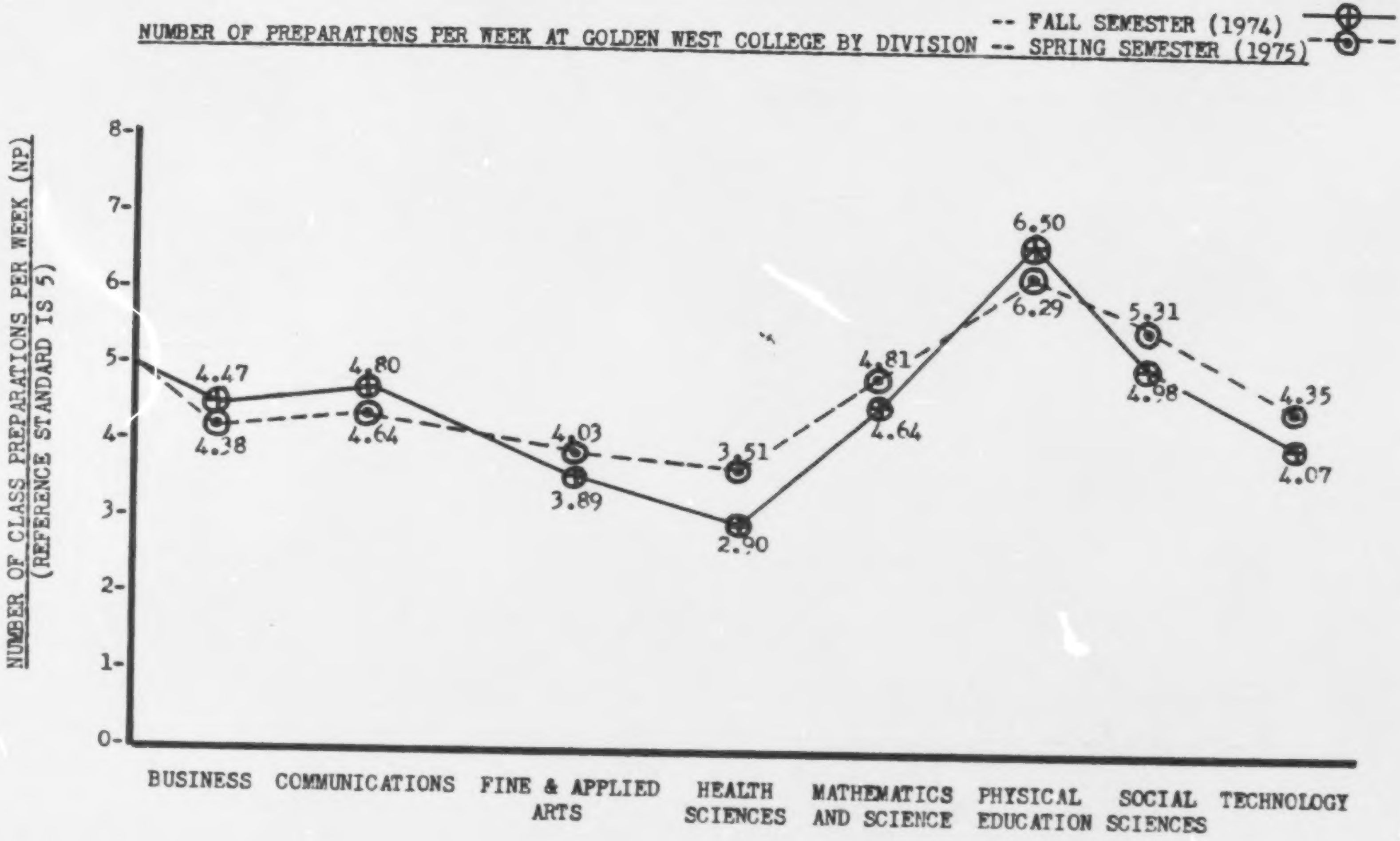


FIGURE 3

NUMBER OF PREPARATIONS PER WEEK AT GOLDEN WEST COLLEGE BY DIVISION



INSTRUCTIONAL DIVISIONS

FIGURE 4

NUMBER OF PREPARATIONS PER WEEK AT GOLDEN WEST COLLEGE BY DIVISION -- YEARLY AVERAGE (1974-75)

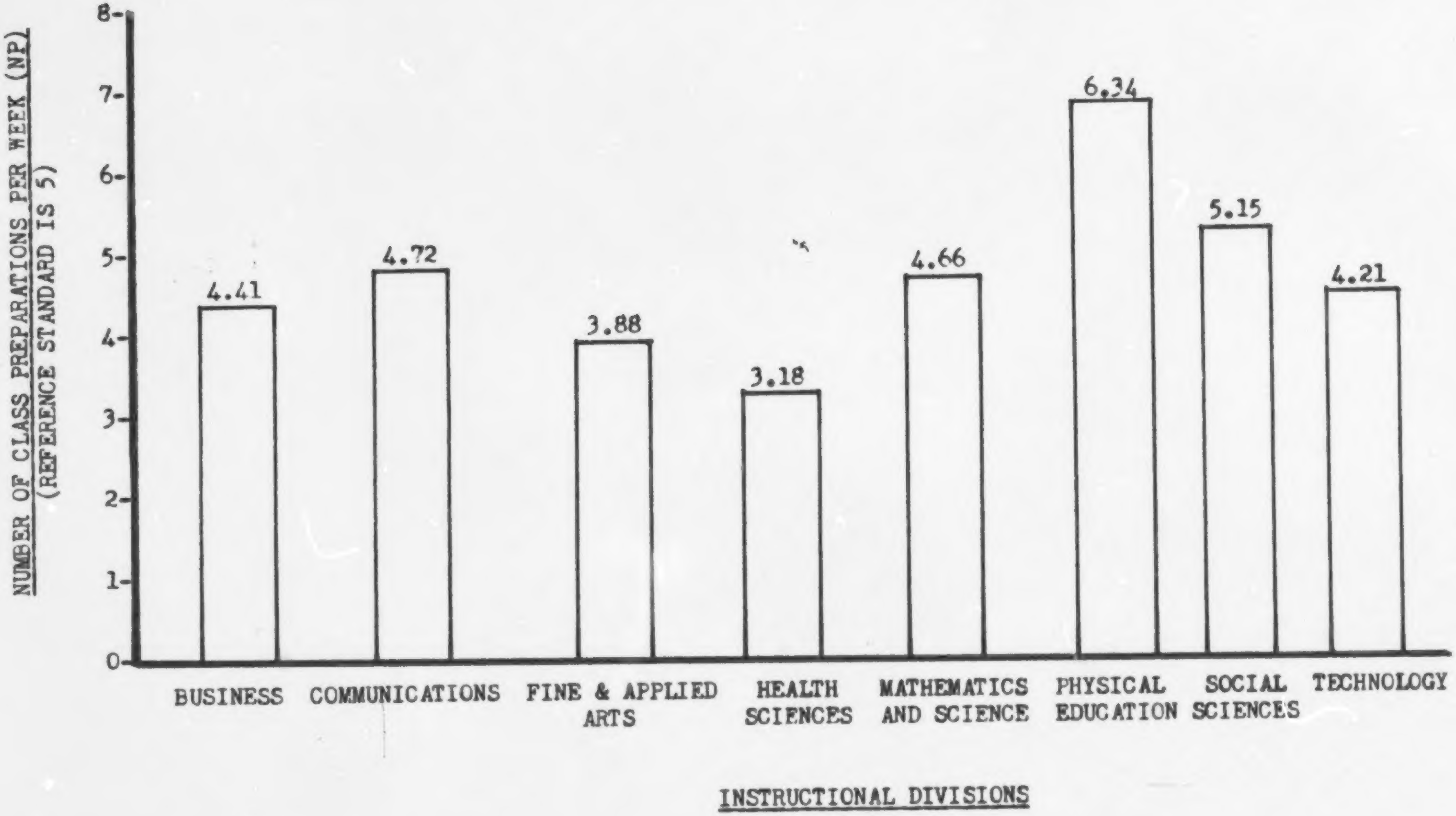


FIGURE 5

WEEKLY STUDENT CONTACT HOURS AT GOLDEN WEST COLLEGE BY DIVISION -- FALL SEMESTER (1974) ⊕ -- SPRING SEMESTER (1975) ⊙

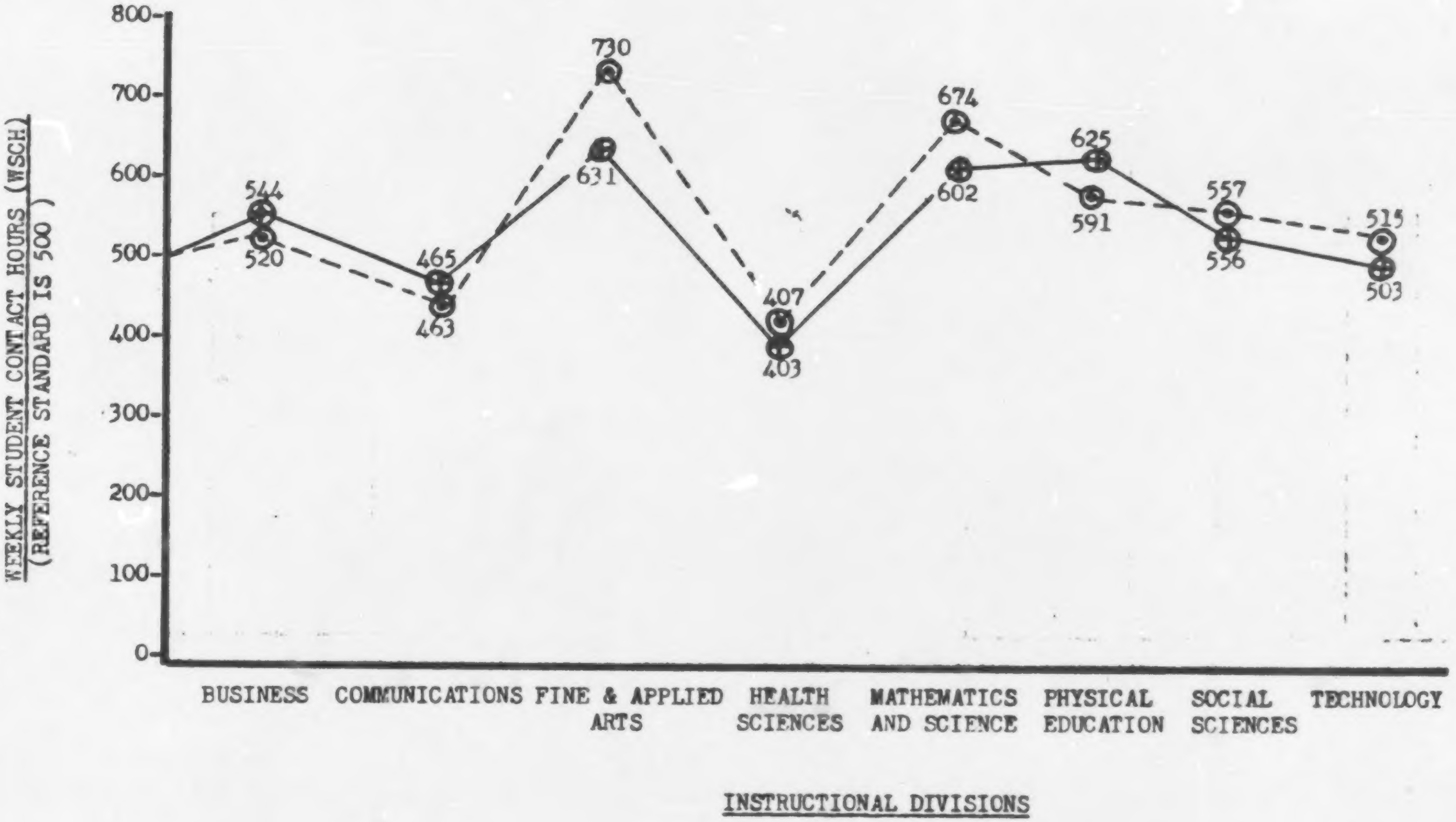


FIGURE 6

WEEKLY STUDENT CONTACT HOURS AT GOLDEN WEST COLLEGE BY DIVISION -- YEARLY AVERAGE (1974-75)

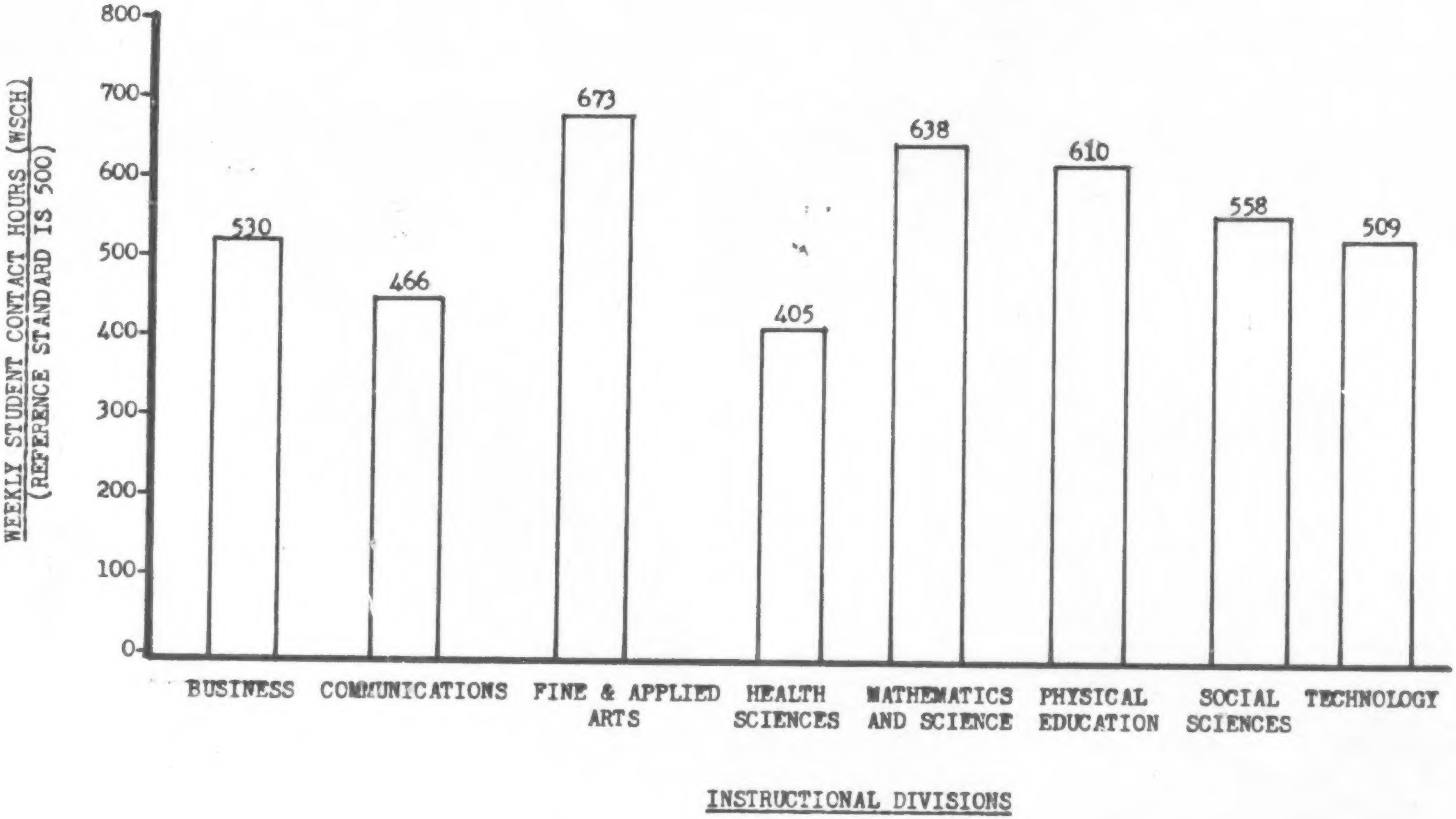


FIGURE 7

ASSIGNMENTS OUTSIDE CLASS AT GOLDEN WEST COLLEGE BY DIVISION -- FALL SEMESTER (1974) -- SPRING SEMESTER (1975)

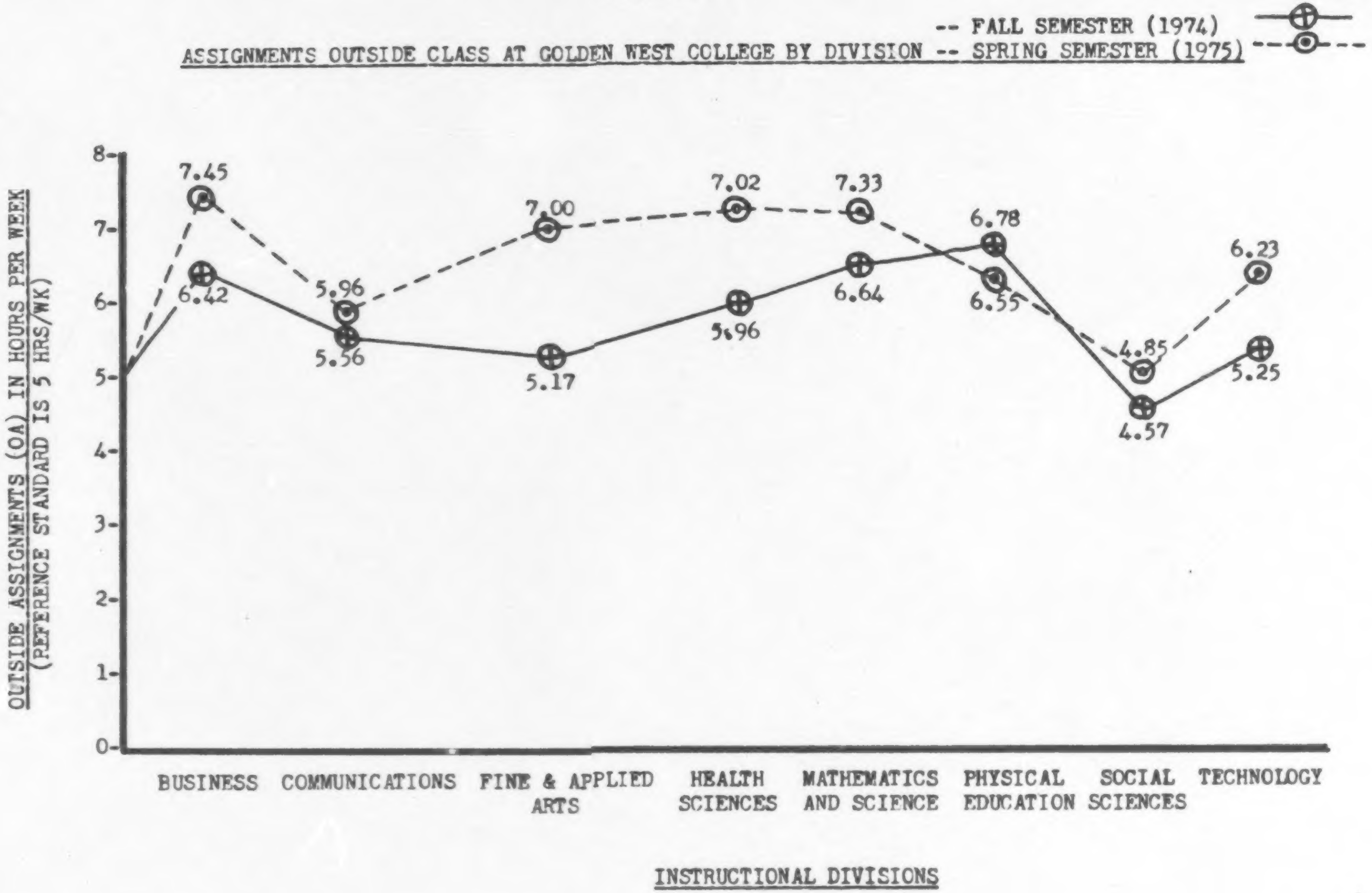


FIGURE 8

ASSIGNMENTS OUTSIDE CLASS AT GOLDEN WEST COLLEGE BY DIVISION -- YEARLY AVERAGE (1974-75)

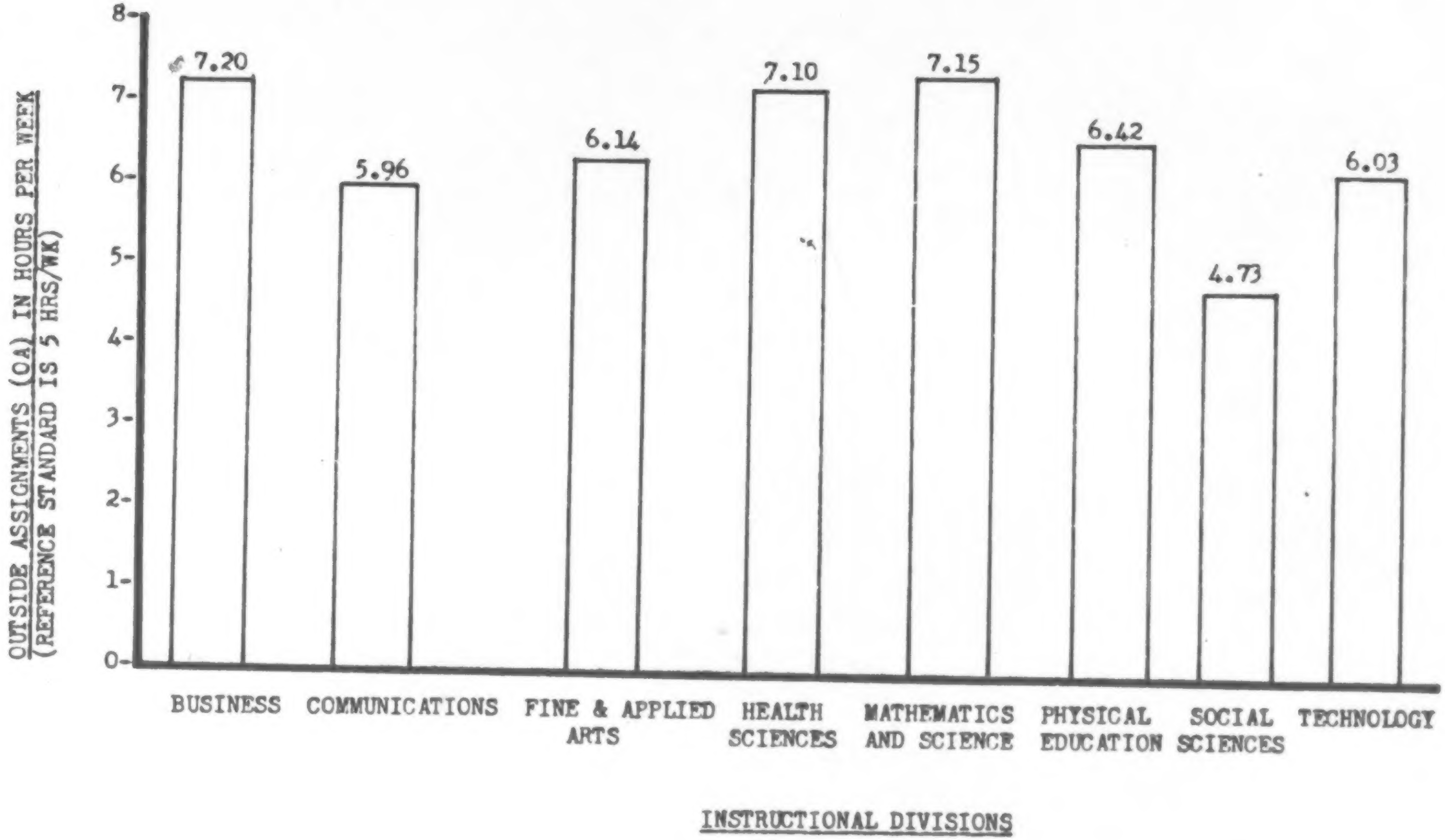


FIGURE 9

PARAPROFESSIONAL ASSISTANCE AT GOLDEN WEST COLLEGE BY DIVISION

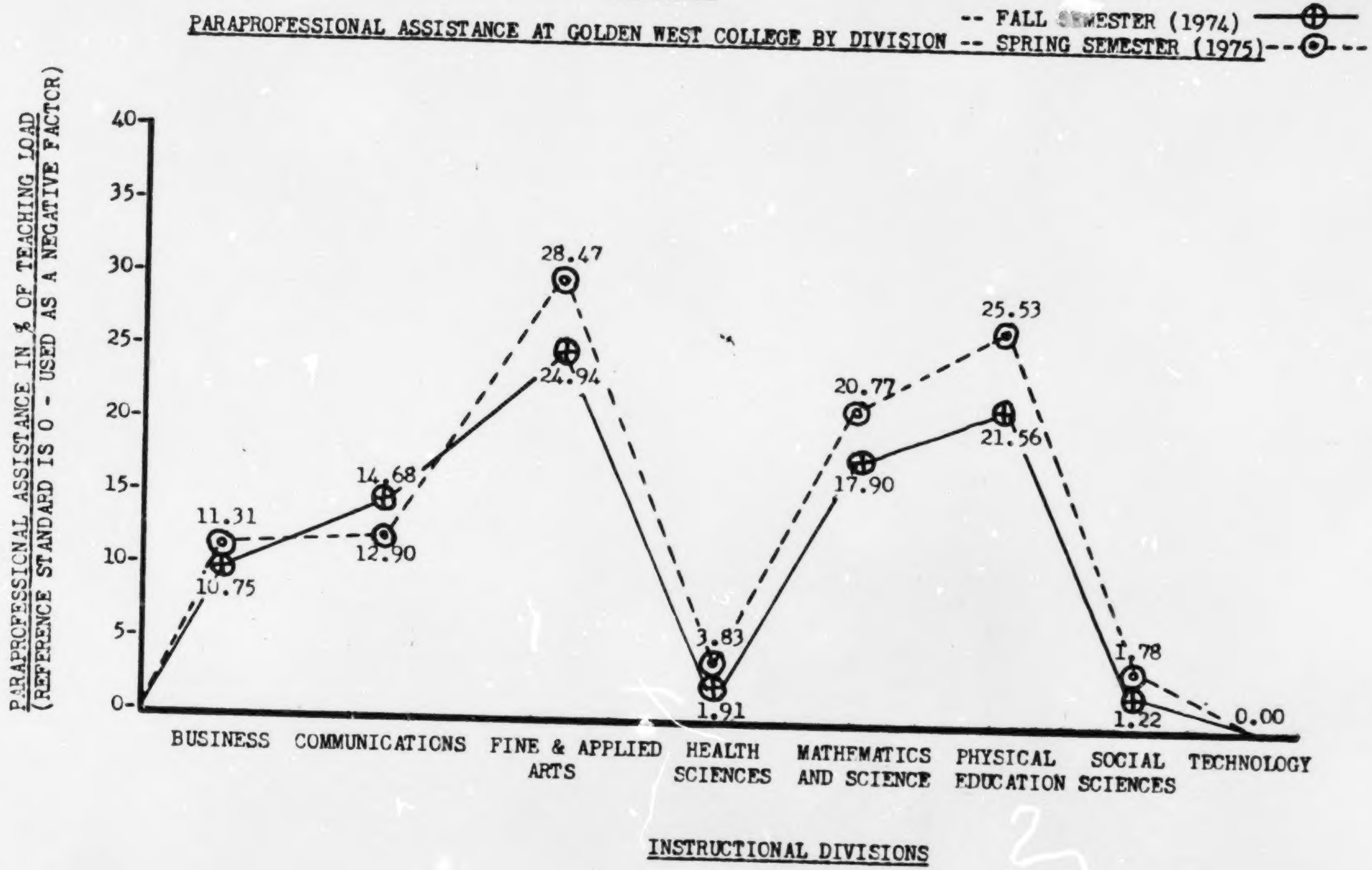


FIGURE 10

PARAPROFESSIONAL ASSISTANCE AT GOLDEN WEST COLLEGE BY DIVISION -- YEARLY AVERAGE (1974-75)

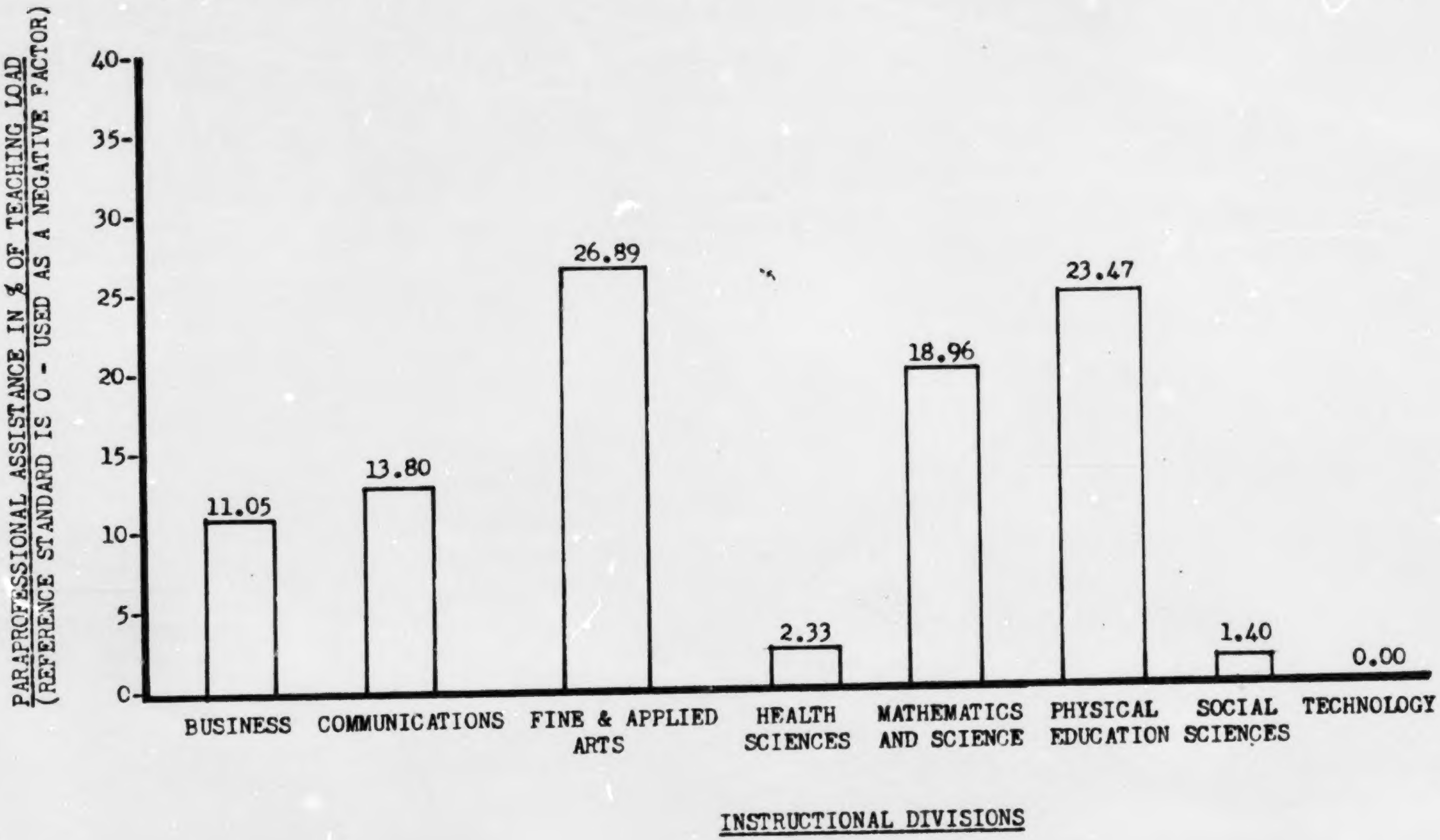


FIGURE 11

TEACHING LOAD FACTOR AT GOLDEN WEST COLLEGE BY DIVISION

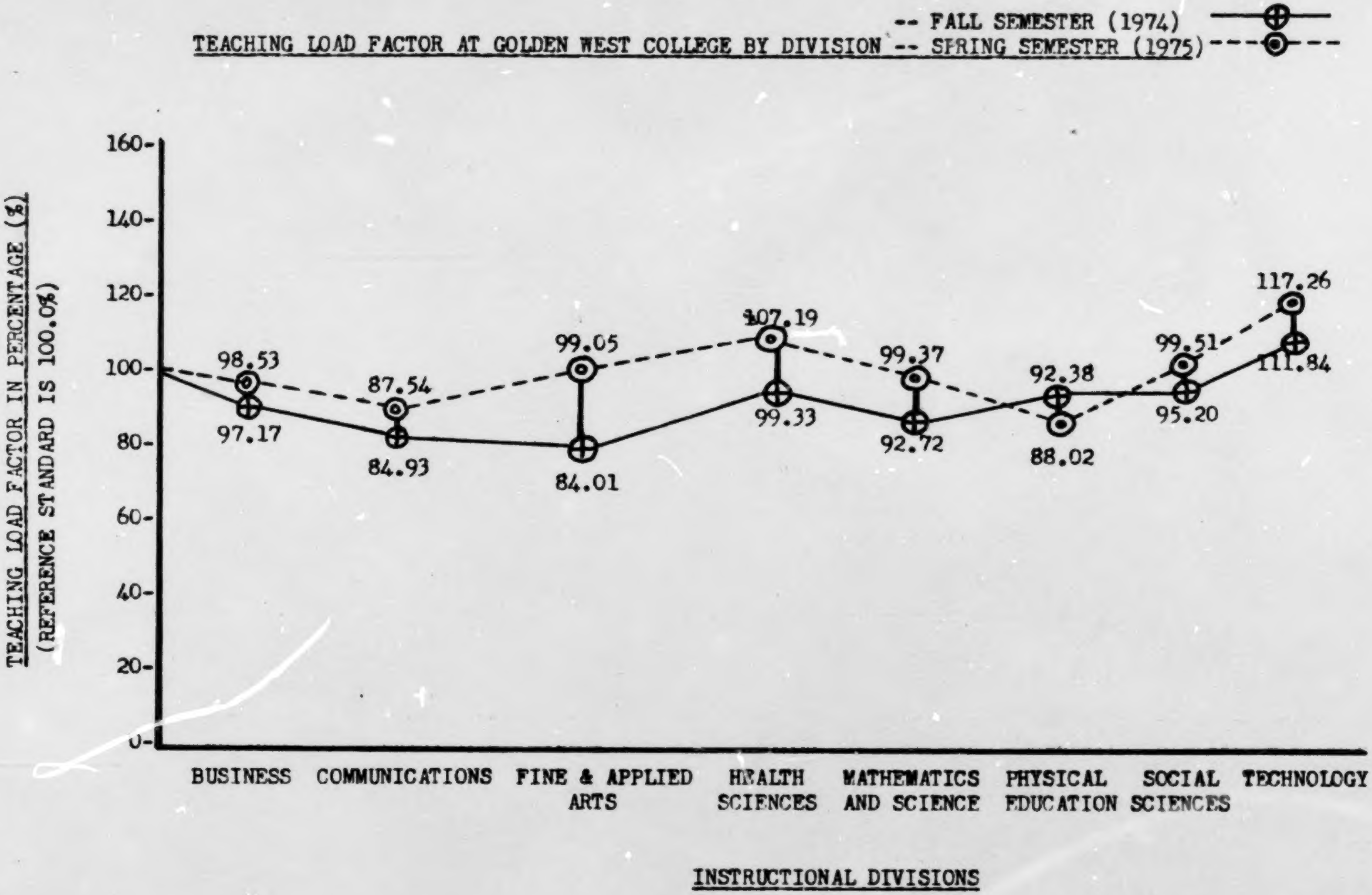
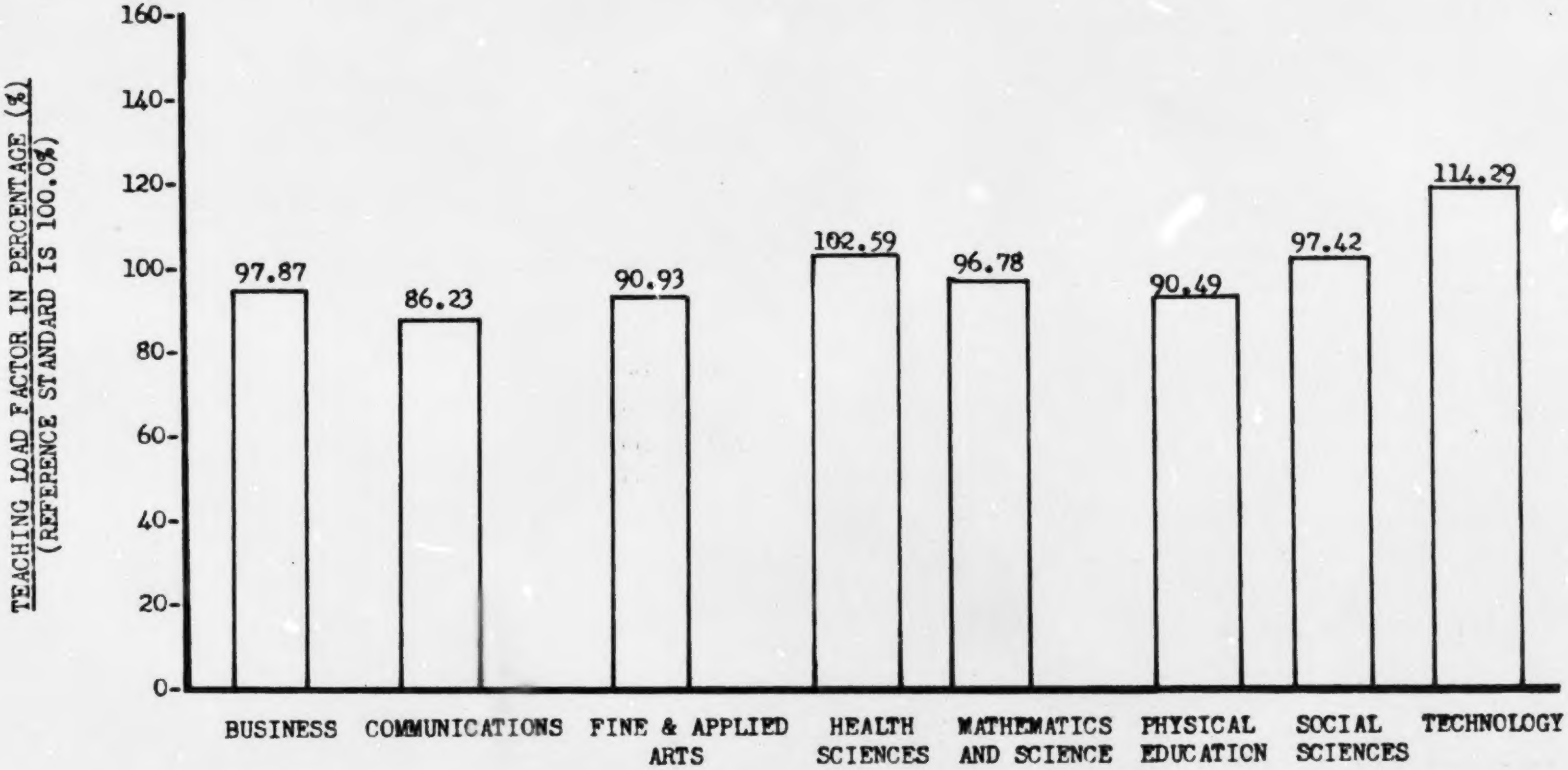


FIGURE 12

TEACHING LOAD FACTOR AT GOLDEN WEST COLLEGE BY DIVISION -- YEARLY AVERAGE (1974-75)



INSTRUCTIONAL DIVISIONS

TABLE 4

1. BUSINESS DIVISION -- FALL SEMESTER (1974)

FACULTY CODE	INSTRUCTION HRS/WK	IH/15	NUMBER OF PREPARATIONS	NP/5	WEEKLY STUDENT CONTACT HOURS	WSCH/500	OUTSIDE ASSIGNMENTS	HRS/WK/5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-1-003	15.0	1.00	5	1.00	381	0.76	4	0.80	0	89.10
2-1-005	12.0	0.80	4	0.80	1278	2.56	6	1.20	-.24	128.00
3-1-012	15.0	1.00	3	0.60	505	1.01	4	0.80	0	85.25
4-1-049	13.0	0.87	3	0.60	452	0.90	7	1.40	0	94.35
5-1-071	17.0	1.13	2	0.40	565	1.13	6	1.20	0	96.50
6-1-077	17.0	1.13	8.5	1.70	204	0.41	12.5	2.50	-1.36	109.50
7-1-079	15.0	1.00	5	1.00	600	1.20	7	1.40	0	115.00
8-1-084	17.0	1.13	4	0.80	411	0.82	7	1.40	-1.36	69.75
9-1-087	13.0	0.87	2.5	0.50	271	0.54	8.75	1.75	-1.04	65.50
10-1-110	13.0	0.87	3	0.60	562	1.12	8.5	1.70	0	107.25
11-1-116	15.0	1.00	4.5	0.90	347	0.69	3	0.60	-.72	61.85
12-1-126	13.0	0.93	3	0.60	514	1.03	2.0	0.40	0	72.45
13-1-144	15.0	1.00	4	0.80	508	1.02	6	1.20	0	100.40
14-1-153	14.0	0.93	3	0.60	440	0.88	17	3.40	-.72	127.25
15-1-169	15.0	1.00	5	1.00	576	1.15	3	0.60	0	93.80
16-1-181	21.0	1.40	12	2.40	1095	2.19	5	1.00	-1.44	138.75
SUMS	238.0		71.5		8709		102.75		-6.88	1554.70
AVERAGE VALUE	14.88		4.47		544.31		6.42		10.75	97.17

TABLE 5

1. BUSINESS DIVISION -- SPRING SEMESTER (1975)

FACULTY CODE	INSTRUCTION HRS/WK	$\frac{IH}{15}$	NUMBER OF PREPARATIONS	$\frac{NP}{5}$	WEEKLY STUDENT CONTACT HOURS	$\frac{WSCH}{500}$	OUTSIDE ASSIGNMENTS	$\frac{HRS/WK}{5}$	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-1-003	15.0	1.00	5	1.00	318	0.64	7	1.40	0	101.00
2-1-005	12.0	0.80	4	0.80	1212	2.42	6	1.20	-.24	124.50
3-1-012	15.0	1.00	3	0.60	545	1.09	6	1.20	0	94.50
4-1-049	15.0	1.00	3.5	0.70	513	1.03	6	1.20	0	98.15
5-1-071	17.0	1.13	2	0.40	529	1.06	6	1.20	0	94.75
6-1-077	16.5	1.10	7.5	1.50	306	0.61	12.5	2.50	-1.32	109.75
7-1-079	15.0	1.00	5	1.00	591	1.18	7	1.40	0	114.50
8-1-084	17.0	1.13	4	0.80	439	0.88	7	1.40	-1.36	71.25
9-1-087	14.0	0.93	3	0.60	228	0.46	8.76	1.75	-1.04	67.50
10-1-110	11.0	0.73	3	0.60	372	0.74	8.5	1.70	0	94.35
11-1-116	15.0	1.00	5	1.00	325	0.65	3	0.60	-.96	57.25
12-1-126	15.0	1.00	3	0.60	435	0.87	3	0.60	0	76.75
13-1-144	13.0	0.87	3	0.60	496	0.99	7	1.40	0	96.55
14-1-153	14.0	0.93	3	0.60	463	0.93	17.0	3.40	-1.12	118.40
15-1-169	15.0	1.00	5	1.00	507	1.01	7	1.4	0	110.25
16-1-181	19.5	1.30	11.0	2.20	1042	2.08	7.5	1.50	-1.20	147.00
SUMS	239.0		70.0		8321		119.26		-7.24	1576.45
AVERAGE VALUE	14.94		4.38		520.06		7.45		11.31	98.53

TABLE 6

1. BUSINESS DIVISION -- YEARLY AVERAGE (1974-75)

FACULTY CODE	INSTRUCTION HRS/WK	IH/15	NUMBER OF PREPARATIONS	NP/5	WEEKLY STUDENT CONTACT HOURS	WSCH/500	OUTSIDE ASSIGNMENTS	HRS/WK/5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-1-003	15.0	1.00	5	1.00	350	0.70	5.5	1.10	0	95.00
2-1-005	12.0	0.80	4	0.80	1245	2.49	6	1.20	-.24	126.08
3-1-012	15.0	1.00	3	0.60	525	1.05	5	1.00	0	91.25
4-1-049	14.0	0.93	3.13	0.63	482	0.97	6.5	1.30	0	95.75
5-1-071	17.0	1.13	2	0.40	547	1.09	6	1.20	0	95.50
6-1-077	16.75	1.12	8	1.60	255	0.51	12.5	2.50	-1.35	109.50
7-1-079	15.0	1.00	5	1.00	591	1.19	7	1.40	0	114.75
8-1-084	17.0	1.13	4	0.80	425	0.85	7	1.40	-1.36	70.50
9-1-087	13.5	0.9	2.75	0.55	250	0.50	8.76	1.75	-1.04	66.50
10-1-110	12.0	0.80	3	0.60	467	0.93	8.5	1.70	0	100.85
11-1-116	15.0	1.00	4.75	0.95	336	0.65	3	0.60	-.84	59.55
12-1-126	14.0	0.93	3	0.60	475	0.95	2.50	0.50	0	74.50
13-1-144	14.0	0.93	3.5	0.70	502	1.00	6.5	1.30	0	98.25
14-1-153	14.0	0.93	3	0.60	451	0.90	17.0	3.4	-.92	122.80
15-1-169	15.0	1.00	5	1.00	507	1.01	5	1.0	0	102.00
16-1-181	20.25	1.35	11.5	2.30	1069	2.14	7.5	1.50	-1.32	143.00
SUMS	225.50		70.63		8477		115.26		-7.07	1565.95
AVERAGE VALUE	14.09		4.41		529.81		7.20		11.05	97.87

TABLE 7

2. COMMUNICATIONS DIVISION -- FALL SEMESTER (1974)

FACULTY CODE	INSTRUCTION HRS/WK	$\frac{IH}{15}$	NUMBER OF PREPARATIONS	$\frac{NP}{5}$	WEEKLY STUDENT CONTACT HOURS	$\frac{WSCH}{500}$	OUTSIDE ASSIGNMENTS	$\frac{HRS/WK}{5}$	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-2-006	16.0	1.07	4	0.80	388	0.78	5	1.00	0	90.65
2-2-010	11.0	0.74	4.2	0.84	257	0.51	3	0.60	-.64	51.25
3-2-019	12.0	0.80	6	1.20	337	0.67	2	0.40	-.96	52.75
4-2-031	16.0	1.07	4	0.80	276	0.55	5	1.00	0	85.55
5-2-034	14.0	0.93	6	1.20	427	0.85	4	0.80	-.64	78.50
6-2-043	14.0	0.93	4	0.80	409	0.82	1	0.20	-.88	46.70
7-2-052	14.0	0.93	4	0.80	363	0.73	5	1.00	-1.12	58.50
8-2-060	14.0	0.93	6	1.20	336	0.67	3	0.60	-.88	63.05
9-2-068	12.0	0.80	4	0.80	279	0.56	5	1.00	0	78.95
10-2-069	15.0	1.00	5	1.00	438	0.88	5	1.00	0	96.90
11-2-083	20.0	1.33	7	1.40	2595	5.19	1	0.20	-1.36	169.00
12-2-088	13.0	0.87	5	1.00	331	0.66	6	1.20	-1.04	67.30
13-2-090	24.0	1.60	7	1.40	513	1.03	5	1.00	0	125.75
14-2-098	15.0	1.00	5	1.00	366	0.73	3	0.60	0	83.30
15-2-102	13.0	0.87	5	1.00	280	0.56	2	0.40	-1.04	44.75
16-2-106	10.0	0.67	3	0.60	306	0.61	16	3.20	0	127.05
17-2-130	13.0	0.87	5	1.00	353	0.71	9	1.80	-1.04	83.40
18-2-131	12.0	0.80	3	0.60	388	0.78	7	1.40	0	89.50
19-2-133	18.0	1.20	5	1.00	549	1.10	7	1.40	-.72	99.45
20-2-141	29.5	1.97	8.83	1.77	647	1.29	10	2.00	-2.36	116.75
21-2-146	16.0	1.07	4	0.80	496	0.99	4	0.80	0	91.55
22-2-149	13.0	0.87	3	0.60	405	0.81	5	1.00	0	82.00
23-2-173	13.0	0.87	5	1.00	357	0.71	7	1.40	-.80	79.60
24-2-175	6.0	0.40	2	0.40	120	0.24	14	2.80	0	96.00
25-2-183	15.0	1.00	5	1.00	400	0.80	5	1.00	-1.20	65.00
SUMS	368.50		120.03		11616		139.0		-14.68	2123.20
AVERAGE VALUE	14.74		4.80		464.64		5.56		14.68	84.93

TABLE 8

2. COMMUNICATIONS DIVISION -- SPRING SEMESTER (1975)

FACULTY CODE	INSTRUCTION HRS/WK	$\frac{IH}{15}$	NUMBER OF PREPARATIONS	$\frac{NP}{5}$	WEEKLY STUDENT CONTACT HOURS	$\frac{WSCH}{500}$	OUTSIDE ASSIGNMENTS	$\frac{HRS/WK}{5}$	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-2-006	16.0	1.07	4	0.80	340	0.68	5	1.00	0	88.75
2-2-010	8.5	0.57	3	0.60	231	0.46	3	0.60	-.52	42.75
3-2-019	10.0	0.67	4.67	0.93	297	0.59	2	0.40	-.80	44.75
4-2-031	16.0	1.07	4	0.80	360	0.72	5	1.00	0	89.75
5-2-034	15.0	1.00	5	1.00	417	0.83	7	1.40	-.72	87.85
6-2-052	15.0	1.00	4	0.80	350	0.70	8	1.60	-.88	80.50
7-2-060	14.0	0.93	6	1.20	414	0.83	3	0.60	-.88	66.95
8-2-068	15.0	1.00	5	1.00	378	0.76	5	1.00	0	93.90
9-2-069	18.5	1.23	5	1.00	614	1.23	9	1.80	0	131.50
10-2-083	16.0	1.07	4	0.80	2546	5.09	1	0.20	-1.04	153.00
11-2-088	15.0	1.00	5	1.00	429	0.86	6	1.20	-.96	77.50
12-2-098	15.0	1.00	5	1.00	399	0.80	3	0.60	0	84.95
13-2-102	14.0	0.93	6	1.20	377	0.75	2	0.40	-.88	60.10
14-2-106	12.25	0.82	4	0.80	253	0.51	11	2.20	0	108.15
15-2-107	17.0	1.13	5	1.00	473	0.95	5	1.00	0	101.90
16-2-130	12.0	0.80	6	1.20	362	0.72	9	1.80	-.76	94.10
17-2-131	14.0	0.93	5	1.00	306	0.61	9	1.80	0	108.55
18-2-133	18.0	1.20	5	1.00	399	0.80	9	1.80	-.72	102.00
19-2-141	22.3	1.49	6.78	1.36	520	1.04	10	2.00	-1.78	102.75
20-2-146	16.0	1.07	4	0.80	504	1.01	5	1.00	0	96.95
21-2-149	12.25	0.82	3.5	0.70	296	0.59	4	0.80	0	72.75
22-2-164	14.0	0.93	4	0.80	394	0.79	3	0.60	-1.12	50.00
23-2-173	17.0	1.13	5	1.00	293	0.59	8	1.60	-.64	91.90
24-2-175	6.0	0.40	2	0.40	129	0.26	14	2.80	0	96.50
25-2-183	15.0	1.00	5	1.00	513	1.03	3	0.60	-1.20	60.65
SUMS	363.80		115.95		11594		149.0		-12.9	2188.45
AVERAGE VALUE	14.55		4.64		463.76		5.96		12.9	87.54

TABLE 9

2. COMMUNICATIONS DIVISION -- YEARLY AVERAGE (1974-75)

FACULTY CODE	INSTRUCTION HRS/WK	IH/15	NUMBER OF PREPARATIONS	NP/5	WEEKLY STUDENT CONTACT HOURS	WSCH/500	OUTSIDE ASSIGNMENTS	HRS/WK/5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-2-006	16.0	1.07	4	0.80	364	0.73	5	1.00	0	89.95
2-2-010	9.75	0.65	3.6	0.72	244	0.49	3	0.60	-.58	46.95
3-2-019	11.0	0.73	5.33	1.07	317	0.63	2	0.40	-.88	48.85
4-2-031	16.0	1.07	4	0.80	318	0.64	5	1.00	0	87.65
5-2-034	14.5	0.97	5.5	1.10	422	0.84	5.5	1.10	-.68	83.35
6-2-052	14.5	0.97	4	0.80	357	0.71	6.5	1.30	-1.01	69.25
7-2-060	14.0	0.93	6	1.20	375	0.75	3	0.60	-.88	65.00
8-2-068	13.5	0.90	4.5	0.90	328	0.66	5	1.00	0	86.43
9-2-069	16.75	1.12	5	1.00	526	1.05	7	1.40	0	114.50
10-2-083	18.0	1.20	5.5	1.10	2570	5.14	1	0.20	-1.20	161.03
11-2-088	14.0	0.93	5	1.00	429	0.86	6	1.20	-1.00	69.75
12-2-098	15.0	1.00	5	1.00	383	0.77	3	0.60	0	84.13
13-2-102	13.5	0.90	5.5	1.10	328	0.66	2	0.40	-.96	52.43
14-2-106	11.13	0.74	3.5	0.70	279	0.56	13.5	2.70	0	117.45
15-2-090/107	20.25	1.35	6	1.20	493	0.99	5	1.00	0	113.50
16-2-130	12.50	0.83	5.5	1.10	358	0.72	9	1.80	-.90	88.63
17-2-131	13.0	0.87	4	0.90	347	0.69	8	1.60	0	101.60
18-2-133	18.0	1.20	5	1.00	474	0.95	8	1.60	-.72	100.75
19-2-141	25.9	1.73	7.81	1.56	584	1.17	10	2.00	-2.07	109.75
20-2-146	16.0	1.07	4	0.80	500	1.00	4.5	0.90	0	94.25
21-2-149	12.63	0.84	3.25	0.65	350	0.70	4.5	0.90	0	77.28
22-2-164/043	14.0	0.93	4	0.80	402	0.80	2	0.60	-1.00	48.35
23-2-173	15.0	1.00	5	1.00	325	0.65	7.5	1.50	-.72	85.73
24-2-175	6.0	0.40	2	0.40	125	0.25	14.0	2.80	0	96.25
25-2-183	15.0	1.00	5	1.00	457	0.91	4	0.80	-1.20	62.85
SUMS	365.91		117.99		11655		149.0		-13.8	2155.66
AVERAGE VALUE	14.65		4.72		466.20		5.96		13.8	86.23

TABLE 10

3. FINE AND APPLIED ARTS DIVISION -- FALL SEMESTER (1974)

FACULTY CODE	INSTRUCTION HRS/WK	IH/15	NUMBER OF PREPARATIONS	NP/5	WEEKLY STUDENT CONTACT HOURS	WSCH/500	OUTSIDE ASSIGNMENTS	HRS/WK/5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-3-001	18.0	1.20	3	0.60	468	0.94	1	0.20	0	73.40
2-3-004 (½)	9.0	0.60	3	0.60	224	0.45	2	0.40	-.72	33.25
3-3-021	20.0	1.33	1	0.20	1042	2.08	5	1.00	-1.60	75.20
4-3-026	17.14	1.14	4.17	0.83	714	1.43	5.5	1.10	-.04	111.60
5-3-039	18.0	1.20	3	0.60	510	1.02	3	0.60	0	85.50
6-3-051 (½)	10.0	0.67	5	1.00	174	0.35	5	1.00	-.80	55.45
7-3-061	20.5	1.37	5	1.00	406	0.81	5	1.00	-.04	103.55
8-3-063	13.0	0.87	4	0.80	361	0.72	7	1.40	-1.04	68.67
9-3-066 (½)	13.0	0.87	3	0.60	258	0.52	2	0.40	-1.04	33.65
10-3-086	50.0	3.33	2.5	0.50	1340	2.68	4	0.80	-4.00	82.75
11-3-095	16.0	1.07	4	0.80	348	0.70	5	1.00	-1.28	74.65
12-3-099	21.0	1.40	4	0.80	681	1.36	5	1.00	-.24	108.45
13-3-108	27.5	1.83	1	0.20	950	1.90	3	0.60	-2.20	58.25
14-3-118	16.0	1.07	8	1.60	538	1.08	4.5	0.90	-1.28	84.25
15-3-140	20.0	1.33	1	0.20	1059	2.12	4	0.80	-1.60	73.70
16-3-142	12.0	0.80	2	0.40	372	0.74	6	1.20	0	78.60
17-3-145	11.5	0.77	2.5	0.50	564	1.13	5	1.00	-.92	61.92
18-3-152	19.33	1.29	4.33	0.87	606	1.21	6	1.20	0	114.15
19-3-171/055(½)	9.0	0.60	4	0.80	399	0.80	1	0.20	-.72	41.95
20-3-180	5.5	0.37	1.5	0.30	350	0.70	14.0	2.80	-.44	93.25
SUMS	346.47		70.0		11364		93.0		-17.96	1512.24
AVERAGE VALUE	19.25		3.89		631.33		5.17		24.94	84.01

(16 FULL-TIME 4 (½) TIME EQUALS 18 FULL-TIME EQUIVALENT)

TABLE 11

3. FINE AND APPLIED ARTS DIVISION -- SPRING SEMESTER (1975)

FACULTY CODE	INSTRUCTION HRS/WK	IH/15	NUMBER OF PREPARATIONS	NP/5	WEEKLY STUDENT CONTACT HOURS	WSCH/500	OUTSIDE ASSIGNMENTS	HRS/WK/5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-3-001	24.0	1.60	5	1.00	600	1.20	1	0.20	0	100.00
2-3-004 (½)	9.0	0.60	4	0.80	314	0.63	2	0.40	-.72	42.70
3-3-016	20.0	1.33	1	0.20	1500	3.00	5	1.00	-1.60	98.33
4-3-021	20.0	1.33	1	0.20	1500	3.00	5	1.00	-1.60	98.33
5-3-026	18.71	1.25	4.17	0.83	596	1.19	11.5	2.30	-.04	138.30
6-3-028	18.0	1.20	3	0.60	468	0.94	5	1.00	0	93.40
7-3-039	24.0	1.60	4	0.80	660	1.32	5	1.00	0	118.00
8-3-051 (½)	10.0	0.67	5	1.00	160	0.32	5	1.00	-.80	54.75
9-3-061	22.5	1.50	5	1.00	566	1.13	5	1.00	-.04	117.30
10-3-063	18.0	1.20	5	1.00	520	1.04	7	1.40	-1.44	80.00
11-3-066 (½)	23.0	1.53	4	0.80	246	0.49	9	1.80	-1.84	59.50
12-3-086	37.5	2.50	1.5	0.30	1130	2.26	6	1.20	-3.00	81.50
13-3-095	18.0	1.20	3.5	0.70	400	0.80	17	3.40	-1.44	116.50
14-3-108	20.0	1.33	1	0.20	1200	2.40	3	0.60	-1.60	73.00
15-3-118	21.0	1.40	10.0	2.00	460	0.92	7.5	1.50	-1.68	103.50
16-3-140	40.0	2.67	2	0.40	450	0.90	4	0.80	-3.20	49.25
17-3-142	18.0	1.20	4	0.80	726	1.45	6	1.20	-.48	104.30
18-3-145	12.0	0.80	3	0.60	746	1.49	4	0.80	-.96	68.30
19-3-152	19.33	1.29	4.33	0.87	623	1.25	11.0	2.20	0	140.25
20-3-171/055(½)	10.0	0.67	4	0.80	271	0.54	1	0.20	-.80	45.30
21-3-180	5.0	0.33	2	0.40	727	1.45	13.0	2.60	-.40	109.50
SUMS	408.04		76.50		13863		133.0		-21.64	1882.01
AVERAGE VALUE	21.48		4.03		729.63		7.00		28.47	99.05

(17 FULL-TIME 4 (½) TIME EQUALS 19 FULL-TIME EQUIVALENT)

TABLE 12

3. FINE AND APPLIED ARTS DIVISION -- YEARLY AVERAGE (1974-75)

FACULTY CODE	INSTRUCTION HRS/WK	IH / 15	NUMBER OF PREPARATIONS	NP / 5	WEEKLY STUDENT CONTACT HOURS	WSCH / 500	OUTSIDE ASSIGNMENTS	HRS/WK / 5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-3-001	21.0	1.40	4	0.80	534	1.07	1	0.20	0	86.70
2-3-004 (½)	9.0	0.60	3.5	0.70	268	0.54	2	0.40	-.72	49.70
3-3-021	20.0	1.33	1	0.20	1500	3.00	5	1.00	-1.60	86.80
4-3-026	17.93	1.20	4.17	0.83	655	1.31	8.5	1.70	-.04	125.00
5-3-039	21.0	1.40	3.5	0.70	582	1.16	4	0.80	0	101.60
6-3-051 (½)	10.0	0.67	5	1.00	167	0.33	5	1.00	-.80	55.10
7-3-061	21.50	1.43	5	1.00	486	0.97	5	1.00	-.40	109.05
8-3-063	15.5	1.03	4.5	0.90	440	0.88	7	1.40	-1.24	74.25
9-3-066 (½)	18.0	1.20	3.5	0.70	252	0.50	5.5	1.10	-1.44	51.60
10-3-086	43.75	2.92	2	0.40	1235	2.47	5	1.00	-3.50	82.35
11-3-095	17.0	1.13	3.75	0.75	374	0.75	11.0	2.20	-1.36	86.75
12-3-028/099	19.5	1.30	3.5	0.70	575	1.15	5	1.00	-.12	100.75
13-3-108	23.75	1.58	1	0.20	1075	2.15	3	0.60	-1.90	65.75
14-3-118	18.5	1.23	9	1.80	499	1.00	6	1.20	-1.48	93.75
15-3-140	30.0	2.00	1.5	0.30	755	1.51	4	0.80	-2.40	55.25
16-3-142	15.0	1.00	3	0.60	549	1.10	6	1.20	-.24	91.45
17-3-145	11.75	0.78	2.75	0.55	655	1.31	4.5	0.90	-.94	65.00
18-3-152	19.33	1.29	4.33	0.87	615	1.23	8.5	1.70	0	127.25
19-3-171/055(½)	9.5	0.63	4	0.80	355	0.67	1	0.20	-.76	48.50
20-3-180	5.25	0.35	1.75	0.35	548	1.10	13.5	2.70	-.42	102.00
SUMS	367.26		69.75		12119		110.50		-19.36	1636.70
AVERAGE VALUE	20.40		3.88		673.28		6.14		26.89	90.93

(16 FULL-TIME 4 (½) TIME EQUALS 18 FULL-TIME EQUIVALENT)

TABLE 13

4. HEALTH SCIENCES -- FALL SEMESTER (1974)

FACULTY CODE	INSTRUCTION HRS/WK	IH/15	NUMBER OF PREPARATIONS	NP/5	WEEKLY STUDENT CONTACT HOURS	WSCH/500	OUTSIDE ASSIGNMENTS	HRS/WK/5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-4-013	17.5	1.17	5	1.00	528	1.04	4	0.80	0	100.65
2-4-022	20.5	1.37	3	0.60	834	1.67	5	1.00	0	115.93
3-4-033	22.17	1.48	4.5	0.90	186	0.37	6	1.20	0	98.80
4-4-041	27.67	1.84	4	0.80	315	0.63	6	1.20	0	111.75
5-4-053	17.67	1.18	4	0.80	315	0.63	10	2.00	0	115.25
6-4-059	19.5	1.33	1	0.20	568	1.14	3	0.60	0	81.00
7-4-075	27.67	1.84	4.5	0.90	315	0.63	5	1.00	0	106.75
8-4-076	19.5	1.33	1	0.20	568	1.14	4	0.80	0	86.75
9-4-085	16.33	1.09	2.67	0.53	615	1.23	7	1.40	0	106.25
10-4-089	27.67	1.84	4	0.80	315	0.63	4	0.80	0	101.75
11-4-093	8.5	0.57	3	0.70	509	1.02	7	1.40	-.20	87.20
12-4-101	25.25	1.68	2	0.40	668	1.34	5	1.00	0	110.58
13-4-111	17.17	1.14	2	0.40	186	0.37	10	2.00	0	97.87
14-4-113	7.5	0.50	2	0.40	568	1.14	8	1.60	0	91.00
15-4-124	27.17	1.81	2	0.40	186	0.37	6	1.20	0	94.53
16-4-132	32.17	1.54	4	0.80	315	0.63	6	1.20	0	104.37
17-4-151	23.17	1.54	2	0.40	186	0.37	4	0.80	0	77.87
18-4-155	23.67	1.58	4	0.90	315	0.63	8	1.60	0	117.70
19-4-162	14.0	0.93	3	0.60	533	1.07	11	2.20	-.56	106.00
20-4-168	27.17	1.81	2	0.40	186	0.37	4	0.80	0	84.53
21-4-172	24.67	1.64	4	0.90	315	0.63	4	0.90	0	101.87
22-4-176	19.5	1.33	1	0.20	568	1.14	3	0.60	0	81.75
23-4-178	3.17	0.21	2	0.40	186	0.37	16	3.20	0	104.50
SUMS	460.29		66.75		9280		137.0		-0.76	2284.65
AVERAGE VALUE	20.01		2.90		403.48		5.96		0.91	99.33

TABLE 14

4. HEALTH SCIENCES -- SPRING SEMESTER (1975)

FACULTY CODE	INSTRUCTION HRS/WK	IH/15	NUMBER OF PREPARATIONS	NP/5	WEEKLY STUDENT CONTACT HOURS	WSCH/500	OUTSIDE ASSIGNMENTS	HRS/WK/5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-4-013	17.0	1.13	4	0.80	561	1.12	4	0.80	0	93.30
2-4-022	14.0	0.93	4	0.80	510	1.02	10	2.00	-1.28	110.80
3-4-033	17.0	1.13	4	0.80	561	1.12	11	2.20	-1.36	97.25
4-4-041	27.83	1.86	4	0.80	208	0.42	5	1.00	0	102.50
5-4-053	17.83	1.19	5	1.00	208	0.42	10	2.00	0	115.25
6-4-059	22.25	1.48	2.33	0.47	734	1.47	4	0.80	0	105.50
7-4-075	22.00	1.47	5	1.00	208	0.42	5	1.00	0	97.17
8-4-076	22.25	1.48	2.67	0.53	734	1.47	4	0.80	0	107.00
9-4-085	11.0	0.73	5	1.00	375	0.75	9	1.80	0	107.00
10-4-089	27.83	1.86	5	1.00	208	0.42	6	1.20	0	102.50
11-4-093	22.50	1.50	4	0.80	693	1.39	7	1.40	-.20	122.25
12-4-101	20.75	1.38	1	0.20	550	1.10	5	1.00	0	92.01
13-4-111	27.67	1.84	4	0.80	315	0.63	7	1.40	0	116.75
14-4-113	10.25	0.68	1.33	0.27	734	1.47	8	1.60	0	100.40
15-4-124	19.5	1.30	2	0.40	203	0.41	9	1.80	0	97.75
16-4-132	26.33	1.76	6	1.20	262	0.52	6	1.20	0	117.10
17-4-151	17.5	1.17	2	0.40	203	0.41	13	2.60	0	114.42
18-4-155	23.83	1.59	5	1.00	208	0.42	7	1.40	0	110.25
19-4-162	12.0	0.80	4	0.80	324	0.65	14.5	2.90	-.48	116.75
20-4-168	19.5	1.30	2	0.40	203	0.41	12	2.40	0	112.75
21-4-172	27.83	1.86	4	0.90	181	0.36	3	0.60	0	92.88
22-4-176	23.0	1.53	2.5	0.50	976	1.93	6	1.20	-.20	124.50
23-4-178	3.5	0.23	2	0.40	203	0.41	16	3.20	0	106.80
SUMS	453.15		80.83		9362		148.5		-3.52	2465.08
AVERAGE VALUE	19.70		3.51		407.04		7.02		3.83	107.19

TABLE 15

4. HEALTH SCIENCES -- YEARLY AVERAGE (1974-75)

FACULTY CODE	INSTRUCTION HRS/WK	$\frac{IH}{15}$	NUMBER OF PREPARATIONS	$\frac{NP}{5}$	WEEKLY STUDENT CONTACT HOURS	$\frac{WSCH}{500}$	OUTSIDE ASSIGNMENTS	$\frac{HRS/WK}{5}$	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-4-013	17.25	1.15	4.5	0.90	545	1.09	4	0.80	0	98.50
2-4-022	17.25	1.15	3.5	0.70	672	1.34	7.5	1.50	-.64	101.25
3-4-033	19.59	1.31	4	0.90	374	0.75	8.5	1.70	-.68	99.50
4-4-041	27.75	1.85	4	0.80	248	0.50	5.5	1.10	0	106.00
5-4-053	17.75	1.18	4.5	0.90	248	0.50	10	2.00	0	114.56
6-4-059	20.88	1.39	1.67	0.33	601	1.20	3.5	0.70	0	90.60
7-4-075	23.85	1.59	4.75	0.95	248	0.50	5	1.00	0	101.00
8-4-076	20.88	1.39	2	0.40	601	1.20	4	0.80	0	94.75
9-4-085	13.67	0.91	3.84	0.77	495	0.99	8	1.60	0	106.75
10-4-089	27.75	1.85	4.5	0.90	248	0.50	5	1.00	0	106.25
11-4-093	15.5	1.03	3.5	0.70	601	1.20	7	1.40	-.20	103.30
12-4-101	23.00	1.53	1	0.20	609	1.22	5	1.00	0	98.20
13-4-111	22.42	1.49	3	0.60	251	0.50	8.5	1.70	0	107.37
14-4-113	8.88	0.59	1.67	0.33	601	1.20	8	1.60	0	93.05
15-4-124	23.33	1.56	2	0.40	245	0.50	7.5	1.50	0	99.00
16-4-132	24.75	1.65	5	1.00	289	0.58	6	1.20	0	110.75
17-4-151	20.33	1.36	2	0.40	245	0.50	8.5	1.70	0	99.00
18-4-155	23.75	1.58	4.5	0.90	248	0.50	7.5	1.50	0	112.00
19-4-162	13.0	0.87	3.5	0.70	428	0.86	12.25	2.45	-.52	109.00
20-4-168	23.33	1.56	2	0.40	245	0.50	8	1.60	0	101.38
21-4-172	26.25	1.75	4	0.90	248	0.50	3.5	0.70	0	96.25
22-4-176	21.25	1.42	1.75	0.35	772	1.54	4.5	0.90	-.10	102.85
23-4-178	3.33	0.22	2	0.40	245	0.50	16	3.20	0	108.25
SUMS	455.74		73.18		9307		163.25		-2.14	2359.56
AVERAGE VALUE	19.81		3.18		404.65		7.10		2.33	102.59

TABLE 16

5. MATHEMATICS AND SCIENCE -- FALL SEMESTER (1974)

FACULTY CODE	INSTRUCTION HRS/WK	IH/15	NUMBER OF PREPARATIONS	NP/5	WEEKLY STUDENT CONTACT HOURS	WSCH/500	OUTSIDE ASSIGNMENTS	HRS/WK/5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-5-014	9.0	0.60	4	0.80	1020	2.04	8	1.60	-.72	108.00
2-5-020	15.0	1.00	3	0.60	505	1.01	4.5	0.90	-.20	82.75
3-5-025	21.0	1.40	5	1.00	842	1.68	6.5	1.30	-.20	129.50
4-5-029	15.0	1.00	3	0.60	530	1.06	7	1.40	-.56	87.50
5-5-040	8.0	0.53	7	1.40	370	0.74	5	1.00	-.64	75.75
6-5-045	21.0	1.40	5	1.00	591	1.18	5	1.00	-1.68	72.55
7-5-046	13.0	0.87	4	0.80	515	1.03	2	0.40	0	77.50
8-5-050	19.0	1.27	9	1.80	1068	2.14	6	1.20	-1.52	122.15
9-5-056	12.5	0.83	5	1.00	471	0.94	16	3.20	-1.00	124.25
10-5-072	27.0	1.80	7.5	1.50	424	0.85	5.5	1.10	-1.26	99.75
11-5-073	17.0	1.13	7	1.40	1091	2.18	6.5	1.30	-1.36	116.50
12-5-078	11.0	0.73	4	0.80	326	0.65	7	1.40	-.88	67.50
13-5-080	16.0	1.07	6	1.20	657	1.31	5	1.00	-1.28	82.60
14-5-092	7.0	0.48	7	1.40	153	0.31	8	1.60	-.56	81.15
15-5-103	10.0	0.67	1	0.20	320	0.64	9	1.80	-.80	62.75
16-5-121	18.0	1.20	6	1.20	341	0.68	10	2.00	-1.44	91.05
17-5-122	10.0	0.67	1	0.20	960	1.92	8.5	1.70	-.80	92.25
18-5-123	15.0	1.00	3	0.60	570	1.14	4.5	0.90	0	91.00
19-5-127	13.0	0.87	3	0.60	356	0.71	4	0.80	0	74.55
20-5-128	19.0	1.27	4	0.80	653	1.31	5	1.00	0	109.45
21-5-129	8.5	0.57	1.5	0.30	286	0.57	17	3.40	-.68	103.92
22-5-134	13.0	0.87	8	1.60	1592	3.19	8	1.60	-2.08	129.50
23-5-147	13.0	0.87	3	0.60	328	0.66	3	0.60	0	68.15
24-5-160	18.0	1.20	6	1.20	627	1.25	2	0.40	0	101.35
25-5-170	12.0	0.80	3	0.60	454	0.91	3	0.60	-.24	66.70
SUMS	361.0		116.0		15051		166.0		-17.90	2318.12
AVERAGE VALUE	14.44		4.64		602.04		6.64		17.90	92.72

TABLE 17

5. MATHEMATICS AND SCIENCE -- SPRING SEMESTER (1975)

FACULTY CODE	INSTRUCTION HRS/WK	IH / 15	NUMBER OF PREPARATIONS	NP / 5	WEEKLY STUDENT CONTACT HOURS	WSCH / 500	OUTSIDE ASSIGNMENTS	HRS/WK / 5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-5-007	11.0	0.73	7	1.40	843	1.69	6.5	1.30	-.88	106.00
2-5-014	9.0	0.60	4	0.80	1105	2.21	8	1.60	-.72	112.25
3-5-025	11.0	0.73	3	0.60	473	0.95	6.5	1.30	-.20	84.40
4-5-029	16.0	1.07	3.5	0.70	638	1.28	11.5	2.30	-.88	111.65
5-5-040	13.5	0.90	6	1.20	288	0.58	7	1.40	-1.08	75.00
6-5-045	14.0	0.93	4	0.80	472	0.94	6	1.20	-1.12	68.85
7-5-046	13.0	0.87	4	0.80	404	0.81	3.5	0.70	0	79.45
8-5-050	19.0	1.27	9	1.80	1049	2.10	6	1.20	-1.52	121.25
9-5-056	16.5	1.10	4	0.80	485	0.97	17	3.40	-1.32	123.75
10-5-072	20.5	1.37	6	1.20	648	1.30	7.5	1.50	-1.64	93.15
11-5-073	16.0	1.07	6	1.20	1231	2.46	7.5	1.50	-1.28	123.75
12-5-078	12.0	0.80	5	1.00	257	0.51	7	1.40	-.96	68.85
13-5-080	13.0	0.87	5	1.00	442	0.88	6	1.20	-1.04	72.85
14-5-081	22.0	1.47	8	1.60	684	1.37	1	0.20	-1.76	67.00
15-5-092	24.0	1.60	8	1.60	616	1.23	12.5	2.50	-1.92	125.30
16-5-103	18.0	1.20	3	0.60	1028	2.06	9.5	1.90	-1.44	107.90
17-5-121	20.0	1.33	6	1.20	763	1.53	12	2.40	-1.60	121.50
18-5-122	10.0	0.67	1	0.20	610	1.22	8.5	1.70	-.80	74.50
19-5-123	15.0	1.0	3	0.60	615	1.23	6.5	1.30	0	103.25
20-5-127	10.0	0.67	2	0.40	315	0.63	4	0.80	0	62.50
21-5-128	20.0	1.33	4.5	0.85	582	1.16	8.5	1.70	0	127.35
22-5-135	15.0	1.00	8	1.60	1929	3.86	8	1.60	-1.80	137.50
23-5-156	15.0	1.00	3	0.60	450	0.90	4	0.80	0	82.50
24-5-160	18.0	1.20	6	1.20	570	1.14	2	0.40	0	98.50
25-5-170	12.0	0.80	3	0.60	595	1.19	13	2.60	-.24	123.75
26-5-174	15.0	1.00	3	0.60	430	0.86	3	0.60	0	75.50
SUMS	388.50		125.0		17522		190.5		-21.60	2583.50
AVERAGE VALUE	14.94		4.81		673.92		7.33		20.77	99.37

TABLE 18

5. MATHEMATICS AND SCIENCE DIVISION -- YEARLY AVERAGE (1974-75)

FACULTY CODE	INSTRUCTION HRS/WK	$\frac{IH}{15}$	NUMBER OF PREPARATIONS	$\frac{NP}{5}$	WEEKLY STUDENT CONTACT HOURS	$\frac{WSCH}{500}$	OUTSIDE ASSIGNMENT	$\frac{HRS/WK}{5}$	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-5-014	9.0	0.60	4	0.80	1062	2.13	8	1.60	-.72	110.13
2-5-025	16.0	1.07	4	0.80	658	1.32	6.5	1.30	-.20	107.13
3-5-029	15.5	1.03	3.25	0.65	584	1.17	9.25	1.85	-.72	99.45
4-5-040	10.75	0.72	6.5	1.30	329	0.66	6	1.20	-.86	75.45
5-5-045	17.5	1.17	4.5	0.90	532	1.06	5.5	1.10	-1.40	70.67
6-5-046	13.0	0.87	4	0.80	460	0.92	2.75	0.55	0	78.48
7-5-050	19.0	1.27	9	1.80	1052	2.12	6	1.20	-1.52	121.75
8-5-056	14.5	0.97	4.5	0.90	478	0.96	16.5	3.30	-1.16	124.15
9-5-072	23.75	1.58	6.75	1.35	536	1.07	6.5	1.30	-1.64	96.50
10-5-073	16.5	1.10	6.5	1.30	1161	2.32	7	1.40	-1.32	120.05
11-5-078	11.5	0.77	4.5	0.90	292	0.58	7	1.40	-.92	68.33
12-5-080	14.5	0.97	5.5	1.10	550	1.10	5.5	1.10	-1.16	77.73
13-5-092	15.5	1.03	7.5	1.50	385	0.77	10.25	2.05	-1.24	102.73
14-5-103	14.0	0.93	2	0.40	674	1.35	9.25	1.85	-1.12	85.20
15-5-121	19.0	1.27	6	1.20	552	1.10	11	2.20	-1.52	106.25
16-5-122	10.0	0.67	1	0.20	785	1.57	8.5	1.70	-.80	83.50
17-5-123	15.0	1.00	3	0.60	592	1.19	5.5	1.10	0	97.13
18-5-127	11.5	0.77	2.5	0.50	336	0.67	4	0.80	0	68.53
19-5-128	19.5	1.30	4.25	0.85	618	1.24	6.75	1.35	0	118.50
20-5-135	14.0	0.93	8	1.60	1765	3.53	8	1.60	-1.64	150.50
21-5-147/156	14.0	0.93	3	0.60	389	0.78	3.5	0.70	0	75.20
22-5-160	18.0	1.20	6	1.20	598	1.20	2	0.40	0	100.00
23-5-170	12.0	0.80	3	0.60	525	1.05	8	1.60	-.24	95.23
24-5-174/020	15.0	1.00	3	0.60	467	0.93	3.75	0.75	0	82.00
25-5-129/007	9.75	0.65	4.25	0.85	565	1.13	11.75	2.35	-.78	105.00
SUMS	368.75		116.50		15945		178.75		-18.96	2419.59
AVERAGE VALUE	14.75		4.66		637.80		7.15		18.96	96.78

TABLE 19

6. PHYSICAL AND RECREATIONAL EDUCATION DIVISION -- FALL SEMESTER (1974)

FACULTY CODE	INSTRUCTION HRS/WK	IH/15	NUMBER OF PREPARATIONS	NP/5	WEEKLY STUDENT CONTACT HOURS	WSCH/500	OUTSIDE ASSIGNMENTS	HRS/WK/5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-6-008	20.0	1.33	6	1.20	1126	2.25	6	1.20	-1.60	109.55
2-6-011	22.0	1.47	7	1.40	548	1.10	3	0.60	-1.76	70.15
3-6-030	16.0	1.07	6	1.20	464	0.93	11.5	2.30	-1.28	105.45
4-6-032	25.0	1.67	8	1.60	709	1.42	3	0.60	-2.00	82.20
5-6-035	23.5	1.57	8	1.60	525	1.05	6	1.20	-1.88	88.50
6-6-044	12.0	0.80	6	1.20	398	0.80	4	0.80	-.80	69.90
7-6-048	19.5	1.30	7	1.40	622	1.24	2	0.40	-1.56	69.58
8-6-062	22.0	1.47	5	1.00	654	1.31	8	1.60	-1.78	90.45
9-6-065	8.0	0.53	4	0.80	258	0.52	6	1.20	-.64	60.15
10-6-104	25.0	1.67	7	1.40	952	1.90	10	2.00	-2.00	124.50
11-6-109	12.0	0.80	5	1.00	394	0.79	13	2.60	-.96	105.75
12-6-120	23.0	1.53	8	1.60	447	0.89	8	1.60	-1.32	107.50
13-6-138	12.0	0.80	6	1.20	398	0.80	8	1.60	-.96	86.00
14-6-148	22.0	1.47	7	1.40	1208	2.42	8	1.60	-1.76	128.15
15-6-158	22.0	1.47	7	1.40	662	1.32	8	1.60	-1.76	100.75
16-6-163	22.0	1.47	7	1.40	636	1.27	4	0.80	-1.76	79.55
SUMS	306.0		104.0		10001		108.5		-13.88	1478.13
AVERAGE VALUE	19.13		6.50		625.06		6.78		21.56	92.38

TABLE 20

6. PHYSICAL AND RECREATIONAL EDUCATION DIVISION -- SPRING SEMESTER (1975)

FACULTY CODE	INSTRUCTION HRS/WK	IH/15	NUMBER OF PREPARATIONS	NP/5	WEEKLY STUDENT CONTACT HOURS	WSCH/500	OUTSIDE ASSIGNMENTS	HRS/WK/5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-6-008	18.0	1.20	5	1.00	818	1.64	6	1.20	-1.52	82.90
2-6-011	22.0	1.47	7	1.40	436	0.87	3	0.60	-1.76	64.55
3-6-030	19.0	1.27	6	1.20	421	0.84	11.5	2.30	-1.56	101.30
4-6-032	23.0	1.53	8	1.60	705	1.41	3	0.60	-1.84	82.50
5-6-035	22.0	1.47	6	1.20	432	0.86	6	1.20	-1.76	74.53
6-6-044	12.0	0.80	6	1.20	386	0.77	4	0.80	-.80	69.00
7-6-048	22.0	1.47	7	1.40	586	1.14	5	1.00	-1.76	81.15
8-6-062	20.0	1.33	5	1.00	538	1.08	8	1.60	-1.60	85.15
9-6-065	18.0	1.20	5	1.00	434	0.91	6	1.20	-1.52	69.70
10-6-074	22.0	1.47	7	1.40	515	1.03	5	1.00	-1.60	82.50
11-6-104	21.0	1.40	5	1.00	1221	2.44	6.5	1.30	-1.68	111.50
12-6-109	20.0	1.33	6	1.20	752	1.50	13	2.60	-1.60	125.75
13-6-120	22.0	1.47	7	1.40	484	0.97	8	1.60	-1.32	102.95
14-6-138	22.0	1.47	7	1.40	512	1.02	8	1.60	-1.76	93.25
15-6-148	22.0	1.47	7	1.40	658	1.32	8	1.60	-1.76	100.65
16-6-158	22.0	1.47	7	1.40	606	1.21	8	1.60	-1.76	98.05
17-6-163	22.0	1.47	6	1.20	560	1.12	4	0.80	-1.76	70.75
SUMS	349.0		107.0		10046		113.0		-17.36	1496.30
AVERAGE VALUE	20.53		6.29		590.94		6.65		25.53	88.02

TABLE 21

6. PHYSICAL AND RECREATIONAL EDUCATION DIVISION -- YEARLY AVERAGE (1974-75)

FACULTY CODE	INSTRUCTION HRS/WK	IH/15	NUMBER OF PREPARATIONS	NP/5	WEEKLY STUDENT CONTACT HOURS	WSCH/500	OUTSIDE ASSIGNMENTS	HRS/WK/5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-6-008	19.0	1.27	5	1.00	972	1.94	6	1.20	-1.56	96.35
2-6-011	22.0	1.47	7	1.40	492	0.98	3	0.60	-1.76	67.35
3-6-030	17.5	1.17	6	1.20	443	0.89	6	1.20	-1.40	103.88
4-6-032	24.0	1.60	8	1.60	707	1.42	3	0.60	-1.92	82.35
5-6-035	22.75	1.52	7	1.40	479	0.96	6	1.20	-1.80	82.43
6-6-044	12.0	0.80	6	1.20	392	0.78	4	0.80	-.80	69.70
7-6-048	20.75	1.38	7	1.40	595	1.19	3.5	0.70	-1.66	75.25
8-6-062	21.0	1.40	5	1.00	596	1.19	8	1.60	-1.68	87.80
9-6-065	13.0	0.87	4.5	0.90	346	0.69	6	1.20	-1.04	65.55
10-6-104	23.0	1.53	6	1.20	1087	2.17	8.25	1.65	-1.84	117.75
11-6-109	16.0	1.07	5.5	1.10	573	1.15	13	2.60	-1.28	115.90
12-6-120	22.5	1.50	7.5	1.50	466	0.93	8	1.60	-1.32	105.28
13-6-138	17.0	1.13	6.5	1.30	455	0.91	8	1.60	-1.36	89.50
14-6-148	22.0	1.47	7	1.40	933	1.87	8	1.60	-1.76	114.40
15-6-158	22.0	1.47	7	1.40	634	1.27	8	1.60	-1.76	99.45
16-6-163	22.0	1.47	6.5	1.30	598	1.20	4	0.80	-1.76	75.15
SUMS	316.50		101.5		10024		102.75		-15.02	1447.89
AVERAGE VALUE	19.78		6.34		610.50		6.42		23.47	90.49

TABLE 22

7. SOCIAL SCIENCES DIVISION -- FALL SEMESTER (1974)

FACULTY CODE	INSTRUCTION HRS/WK	IH/15	NUMBER OF PREPARATIONS	NP/5	WEEKLY STUDENT CONTACT HOURS	WSCH/500	OUTSIDE ASSIGNMENTS	HRS/WK/5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-7-009	9.0	0.60	3	0.60	504	1.01	4	0.80	0	75.24
2-7-015	15.0	1.00	5	1.00	585	1.17	3	0.60	0	94.25
3-7-017	9.5	0.63	5	1.00	563	1.13	5	1.00	-.12	90.90
4-7-018	7.5	0.50	2.5	0.50	527	1.05	18	3.60	-.12	138.35
5-7-024	12.0	0.80	4	0.80	312	0.62	3	0.60	0	70.60
6-7-027	15.0	1.00	5	1.00	657	1.31	3	0.60	0	97.87
7-7-037	13.0	0.87	10	2.00	653	1.31	2	0.40	-.16	110.40
8-7-042	6.0	0.40	2	0.40	222	0.44	15	3.00	0	106.10
9-7-057	15.0	1.00	5	1.00	573	1.15	3	0.60	0	93.65
10-7-058	9.0	0.60	3	0.60	420	0.84	4.5	0.90	0	73.50
11-7-064	12.0	0.80	4	0.80	675	1.35	6	1.20	-.48	91.75
12-7-067	7.0	0.47	3	0.60	1046	2.09	4	0.80	0	99.05
13-7-082	15.0	1.00	5	1.00	555	1.11	3	0.60	0	92.75
14-7-091	15.0	1.00	5	1.00	546	1.09	2	0.40	0	87.30
15-7-097	15.0	1.00	5	1.00	501	1.00	3	0.60	0	90.05
16-7-119	13.0	0.87	10	2.00	548	1.10	5	1.00	-.16	120.15
17-7-125	15.0	1.00	5	1.00	477	0.95	1	0.20	0	78.85
18-7-136	15.0	1.00	5	1.00	672	1.34	4	0.80	0	103.60
19-7-137	15.0	1.00	5	1.00	540	1.08	4	0.80	0	97.00
20-7-139	9.0	0.60	6.5	1.30	454	0.91	3	0.60	-.08	83.20
21-7-143	9.0	0.60	3	0.60	336	0.67	9	1.80	0	91.75
22-7-150	12.5	0.83	7	1.40	769	1.54	7	1.40	-.12	126.25
23-7-154	12.0	0.80	7.5	1.50	587	1.17	6	1.20	-.08	114.85
24-7-165	15.0	1.00	5	1.00	918	1.84	1	0.20	0	100.90
25-7-166	15.0	1.00	5	1.00	396	0.79	1	0.20	0	74.80
26-7-177	17.0	1.13	4	0.80	443	0.89	1	0.20	0	75.43
27-7-179	15.0	1.00	5	1.00	540	1.08	3	0.60	0	92.00
SUMS	337.5		134.5		15019		123.5		-1.32	2570.53
AVERAGE VALUE	12.50		4.98		556.26		4.57		1.22	95.20

TABLE 23

7. SOCIAL SCIENCES DIVISION -- SPRING SEMESTER (1975)

FACULTY CODE	INSTRUCTION HRS/WK	IH/15	NUMBER OF PREPARATIONS	NP/5	WEEKLY STUDENT CONTACT HOURS	WSCH/500	OUTSIDE ASSIGNMENTS	HRS/WK/5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-7-009	9.0	0.60	3	0.60	450	0.95	4	0.80	0	72.50
2-7-015	15.0	1.00	5	1.00	540	1.08	6	1.20	0	107.00
3-7-017	13.5	0.90	6.5	1.30	698	1.40	5	1.00	-.12	112.00
4-7-018	6.0	0.40	2.5	0.50	481	0.96	18	3.60	-.12	133.55
5-7-024	12.0	0.80	4	0.80	390	0.78	3	0.60	0	74.50
6-7-027	15.0	1.00	5	1.00	642	1.28	3	0.60	0	97.10
7-7-036	15.0	1.00	8	1.60	789	1.58	4	0.80	0	124.50
8-7-037	13.0	0.87	10	2.00	663	1.33	2	0.40	-.16	110.90
9-7-042	12.0	0.80	4	0.80	363	0.73	10	2.00	0	108.15
10-7-057	15.0	1.00	5	1.00	540	1.08	3	0.60	0	92.00
11-7-058	12.0	0.80	4	0.80	525	1.05	4.5	0.90	0	88.75
12-7-067	7.0	0.47	3	0.60	1055	2.11	5	1.00	0	104.50
13-7-082	15.0	1.00	5	1.00	564	1.13	3.5	0.70	0	95.70
14-7-091	15.0	1.00	5	1.00	423	0.85	2	0.40	0	81.15
15-7-097	15.0	1.00	5	1.00	540	1.08	3	0.60	0	92.00
16-7-119	12.0	0.80	10	2.00	558	1.12	5	1.00	-.16	118.90
17-7-125	15.0	1.00	5	1.00	489	0.98	2	0.40	0	84.45
18-7-136	15.0	1.00	5	1.00	597	1.19	4	0.80	0	99.85
19-7-137	15.0	1.00	5	1.00	537	1.07	4	0.80	0	96.85
20-7-139	9.0	0.60	6.5	1.30	375	0.75	3	0.60	-.08	79.25
21-7-143	9.0	0.60	3	0.60	348	0.70	9	1.80	0	92.40
22-7-150	12.5	0.83	7	1.40	798	1.60	7	1.40	-.12	127.65
23-7-154	12.0	0.80	7.5	1.50	497	0.99	6	1.20	-.08	110.35
24-7-165	13.5	0.90	4.5	0.90	717	1.43	5	1.00	0	105.85
25-7-166	15.0	1.00	5	1.00	441	0.88	1	0.20	0	77.05
26-7-177	17.0	1.13	5	1.00	556	1.11	1	0.20	0	86.05
27-7-179	15.0	1.00	5	1.00	474	0.95	8	1.60	0	113.70
SUMS	349.50		143.5		15050		131.0		-1.84	2686.65
AVERAGE VALUE	12.94		5.31		557.41		4.85		1.79	99.51

TABLE 24

7. SOCIAL SCIENCES DIVISION -- YEARLY AVERAGE (1974-75)

FACULTY CODE	INSTRUCTION HRS/WK	$\frac{IH}{15}$	NUMBER OF PREPARATIONS	$\frac{NP}{5}$	WEEKLY STUDENT CONTACT HOURS	$\frac{WSCH}{500}$	OUTSIDE ASSIGNMENTS	$\frac{HRS/WK}{5}$	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-7-009	9.0	0.60	3	0.60	477	0.95	4	0.80	0	73.35
2-7-015	15.0	1.00	5	1.00	563	1.13	4.5	0.90	0	100.63
3-7-017	11.5	0.77	5.75	1.15	630	1.26	5	1.00	-.12	101.53
4-7-018	6.75	0.45	2.5	0.50	504	1.01	18	3.60	-.12	135.95
5-7-024	12.0	0.80	4	0.80	351	0.70	3	0.60	0	72.55
6-7-027	15.0	1.00	5	1.00	650	1.30	3	0.60	0	97.48
7-7-037	13.0	0.87	10	2.00	658	1.32	2	0.40	-.16	110.65
8-7-042	9.0	0.60	3	0.60	293	0.59	12.5	2.50	0	107.13
9-7-057	15.0	1.00	5	1.00	556	1.11	3	0.60	0	92.80
10-7-058	10.5	0.70	3.5	0.70	473	0.95	4.5	0.90	0	81.13
11-7-067	7.0	0.47	3	0.60	1050	2.10	4.5	0.90	0	101.78
12-7-082	15.0	1.00	5	1.00	560	1.12	3.25	0.65	0	94.23
13-7-091	15.0	1.00	5	1.00	485	0.97	2	0.40	0	84.23
14-7-097	15.0	1.00	5	1.00	520	1.04	3	0.60	0	91.00
15-7-119	12.5	0.83	10	2.00	553	1.11	5	1.00	-.16	119.40
16-7-125	15.0	1.00	5	1.00	522	1.04	2	0.40	0	83.62
17-7-136	15.0	1.00	5	1.00	635	1.27	4	0.80	0	101.73
18-7-137	15.0	1.00	5	1.00	538	1.07	4	0.80	0	96.92
19-7-139	9.0	0.60	6.5	1.30	415	0.83	3	0.60	-.08	81.23
20-7-143	9.0	0.60	3	0.60	342	0.68	9	1.80	0	92.10
21-7-150	12.5	0.83	7	1.40	783	1.57	7	1.40	-.12	126.93
22-7-154	12.0	0.80	7.5	1.50	542	1.08	6	1.20	-.08	112.60
23-7-165	14.25	0.95	4.75	0.95	818	1.64	3	0.60	0	103.38
24-7-166	15.0	1.00	5	1.00	419	0.84	1	0.20	0	75.93
25-7-177	17.0	1.13	4.5	0.90	500	1.00	1	0.20	0	80.75
26-7-179	15.0	1.00	5	1.00	507	1.01	5.5	1.10	0	102.85
27-7-064/036	13.5	0.90	6	1.20	732	1.46	5	1.00	-.24	108.00
SUMS	343.50		139.0		15076		127.75		-1.51	2630.38
AVERAGE VALUE	12.72		5.15		558.37		4.73		1.40	97.42

TABLE 25

8, TECHNOLOGY DIVISION -- FALL SEMESTER (1974)

FACULTY CODE	INSTRUCTION HRS/WK	IH / 15	NUMBER OF PREPARATIONS	NP / 5	WEEKLY STUDENT CONTACT HOURS	WSCH / 500	OUTSIDE ASSIGNMENTS	HRS/WK / 5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-8-002	21.0	1.40	2	0.40	522	1.04	4	0.80	0	91.10
2-8-038	26.0	1.73	4.88	0.84	584	1.17	5	1.00	0	118.58
3-8-047	28.0	1.87	5	1.00	508	1.02	7.3	1.46	0	133.65
4-8-070	30.0	2.00	2	0.40	360	0.72	3	0.60	0	93.00
5-8-096	30.0	2.00	2	0.40	525	1.05	1	0.20	0	91.25
6-8-100	20.0	1.33	6	1.20	532	1.06	6.5	1.30	0	122.35
7-8-105	17.0	1.13	2.5	0.50	452	0.90	8.5	1.70	0	105.70
8-8-112	20.0	1.33	6	1.20	739	1.48	4	0.80	0	120.20
9-8-114	11.0	0.73	3	0.60	338	0.68	12	2.40	0	110.25
10-8-115	26.0	1.73	5	1.00	402	0.80	3	0.60	0	103.35
11-8-159	30.0	2.00	5	1.00	588	1.18	7	1.20	0	134.40
12-8-161	28.33	1.89	5.5	1.10	339	0.68	5	1.00	0	116.70
13-8-182	24.0	1.60	4	0.80	656	1.31	2	0.40	0	102.75
SUMS	312.66		52.88		6545		68.30		0	1453.95
AVERAGE VALUE	24.05		4.07		503.46		5.25		0	111.84

TABLE 26

8.TECHNOLOGY DIVISION -- SPRING SEMESTER (1975)

FACULTY CODE	INSTRUCTION HRS/WK	IH/15	NUMBER OF PREPARATIONS	NP/5	WEEKLY STUDENT CONTACT HOURS	WSCH/500	OUTSIDE ASSIGNMENTS	HRS/WK/5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-8-002	10.0	0.67	2	0.40	339	0.68	4	0.80	0	63.70
2-8-038	26.0	1.73	4.88	0.98	790	1.58	5	1.00	0	132.25
3-8-047	26.0	1.73	5	1.00	514	1.03	9.3	1.86	0	140.45
4-8-070	30.0	2.00	2	0.40	540	1.08	3	0.60	0	102.00
5-8-096	30.0	2.00	2	0.40	570	1.14	3	0.60	0	103.50
6-8-100	23.0	1.53	5	1.00	464	0.93	6.5	1.30	0	118.95
7-8-105	27.0	1.80	3.5	0.70	484	0.97	8.25	1.65	0	128.00
8-8-112	14.0	0.93	6	1.20	338	0.68	6	1.20	0	100.15
9-8-114	14.0	0.93	3.5	0.70	278	0.56	16	3.20	0	134.65
10-8-115	27.0	1.80	5.5	1.10	412	0.82	4	0.80	0	113.10
11-8-159	30.0	2.00	7	1.40	864	1.73	7	1.20	0	158.25
12-8-161	29.66	1.98	6.2	1.24	257	0.51	7	1.40	0	117.00
13-8-182	24.0	1.60	4	0.80	848	1.70	2	0.40	0	112.40
SUMS	310.66		56.58		6698		81.05		0	1524.40
AVERAGE VALUE	23.90		4.35		515.23		6.23		0	117.26

TABLE 27

8. TECHNOLOGY DIVISION -- YEARLY AVERAGE (1974-75)

FACULTY CODE	INSTRUCTION HRS/WK	IH 15	NUMBER OF PREPARATIONS	NP 5	WEEKLY STUDENT CONTACT HOURS	WSCH 500	OUTSIDE ASSIGNMENTS	HRS/WK 5	PARAPROFESSION ASSISTANCE	TOTAL LOAD FACTOR (%)
1-8-002	15.5	1.03	2	0.40	431	0.86	4	0.80	0	77.28
2-8-038	26.0	1.73	4.88	0.98	687	1.37	5	1.00	0	127.00
3-8-047	27.0	1.80	5	1.00	511	1.02	5	1.00	0	137.05
4-8-070	30.0	2.00	2	0.40	450	0.90	3	0.60	0	97.50
5-8-096	30.0	2.00	2	0.40	548	1.10	2	0.40	0	97.38
6-8-100	21.5	1.43	5.5	1.10	498	1.00	6.5	1.30	0	120.65
7-8-105	22.0	1.47	3	0.60	468	0.94	8.38	1.68	0	117.15
8-8-112	17.0	1.13	6	1.20	539	1.08	5	1.00	0	110.18
9-8-114	12.5	0.83	3.25	0.65	308	0.62	14	2.80	0	122.40
10-8-115	26.5	1.77	5.25	1.05	407	0.81	3.5	0.70	0	108.35
11-8-159	30.0	2.00	6	1.20	726	1.45	7	1.20	0	146.25
12-8-161	29.0	1.93	5.85	1.17	298	0.60	6	1.20	0	117.00
13-8-182	24.0	1.60	4	0.80	752	1.50	2	0.40	0	107.60
SUMS	311.0		54.73		6623		78.38		0	1485.79
AVERAGE VALUE	23.92		4.21		509.46		6.03		0	114.29

SIGNATURE PAGE

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by Gary Parsons. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality, as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

B Lamar Johnson

B. Lamar Johnson, MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

William F. Shawl

William F. Shawl, Local Professional

This Major Applied Research Project was submitted to the Central Staff of the Nova University Ed. D. Program for Community College Faculty and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

Eugene E. Du Bois

Eugene DuBois
Central Staff Committee Member

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